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ABSTRACT

This teacher's guide, part of a sequential K-12 series, provides objectives and activities for social studies students in grade 6. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students gather data from filmstrips and recordings, conduct interviews with adults on how the work world has changed, classify photographs, write a paragraph on ancient Egyptians, and determine life styles resulting from various distances from the equator. Inquiry skills involve noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, and distinguishing between fact and opinion. Students compare industrialization in England and Japan, make inferences about people from a description of their room, hypothesize about reasons for poverty in America, and determine fact or opinion in given statements. Concepts stress conflict, interdependence, and communication. Activities include role playing a legislature creating new factory legislation. Directions, a set of role cards, and a scenario for students to read for a spaceship simulation are also provided. For developing discussion skills, students form a bulletin board and party committees and play several group games. The section on values and moral reasoning discusses value analysis, values clarification, and moral development. Strategies for discussing moral dilemmas and directions for an "All About Me" book are included. The source for many activities is the Holt Data Bank program. (KC)

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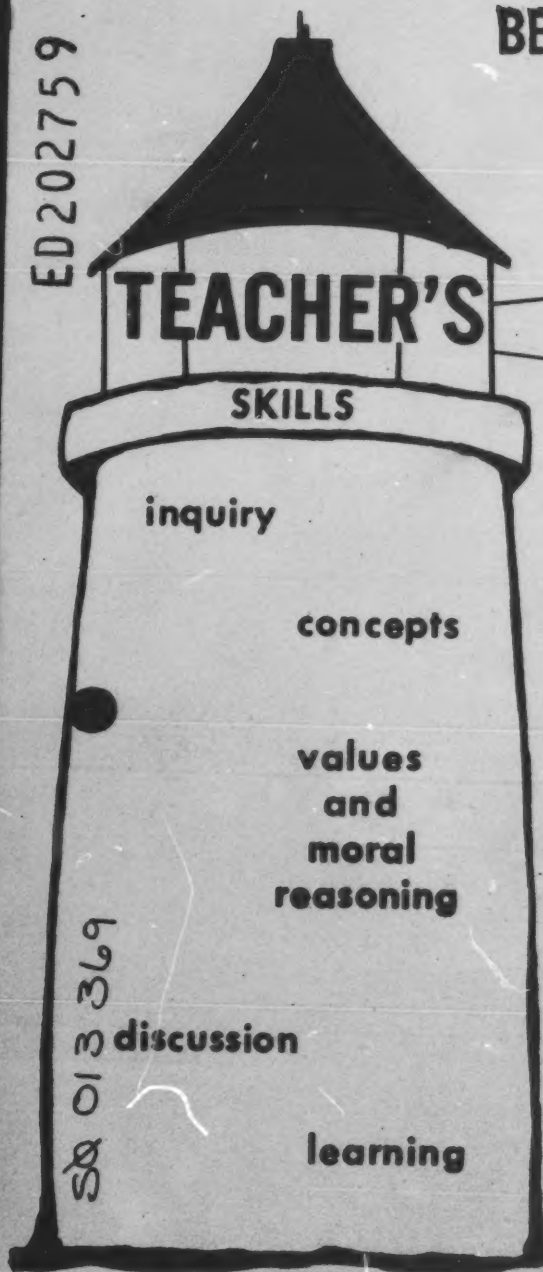

SO 013 369

GUIDE

SOCIAL STUDIES

6

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The following curriculum product was developed by the Cortland City Schools and the McGraw Central Schools in a cooperative curriculum development effort sponsored by the Cortland-Madison BOCES.

Project Director 1977-78 - Frank Alessi
1978-79 - Thomas Thurlow
1979-80 -

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HOW TO USE THIS GUIDE

The Committee for the Revitalization of the Social Studies Program has prepared this Guide to assist the teachers in the Cortland and McGraw School Systems in the implementation of the Social Studies Program as it has been revised. The Guide is prepared with the following basic curriculum as a framework:

Grades K-6	Holt Data Bank Program
Grades 7 & 8	New York State and American History
Grade 9	World Cultures With Emphasis on Far Eastern and African Cultures
Grade 10	World History and Great Civilizations
Grade 11	American Studies
Grade 12	Social Studies Electives

At each of these grade levels, the Committee has prepared the sequential skill and concept developments which it has deemed important for achieving an effective, meaningful and productive social studies program. It is important that each teacher, at each grade level, seriously endeavor to implement those skills at the grade level for which he/she is responsible.

The goals of the project is mastery of Learning Skills, Inquiry Skills, Discussion Skills, Moral Development/Valuing Skills and Concept Development. The order in which they appear in this Guide is purely arbitrary, and each should be developed simultaneously throughout the school year. Each of the Guides is self-contained for that grade level and is color coded for easy reference. Each Guide contains skill descriptions, teaching activities, a flow chart and special helps. The teacher should first become familiar with each of the five skill areas when planning the year's work. Subsequently, the teacher should constantly check classroom progress in each area throughout the year.

Further development and evaluation of this program will be a continuing endeavor of the Project. It is necessary, therefore, that each teacher add supplementary materials as each may be forthcoming, utilize pre- and post- tests as they are issued, and respond to questionnaires and evaluation sheets which may be included.

This Guide contains the most recent results of countless hours of effort and contributions made by numerous teachers and administrators throughout the life of the Revitalization Program. Conscientious implementation will result in a program which infuses sequential skill and concept development into traditional content curriculum.

HOW TO TEACH SKILLS

For years, content has been the main focus in Social Studies Education. The Social Studies Revitalization Project has come to realize that skill mastery is as important as the acquisition and retention of information. With this in mind, skill development has a high priority in the implementation of our new Social Studies curriculum in this district. In spite of the fact that teachers have been teaching for skill mastery for many years, the Committee feels it is important that a review of skill development guidelines and techniques is worthwhile at this point.

Barry Beyer has developed four general guidelines:

1. The teaching of skills may be done with a variety of media. (films, experiences, as well as texts)

2. Content must serve as a vehicle as well as a goal for learning.

3. The most productive way to teach skills is to integrate them into the natural flow of the course content. For example, within the framework of a study of the American Revolution, the teacher may introduce and develop discussion skills, map skills, listening skills, concepts and values clarification.

4. The teaching of skills must be a conscious and organized effort on the part of both teacher and student.

   The teacher must:

   a. read about, tell about or show the skill
   b. explain the steps involved in using the skill
   c. demonstrate the skill

   The student must:

   a. practice the skill numerous times
   b. reflect on and summarize the skill*

Remember: There is a difference between teaching a skill and (constant) testing for skill acquisition. Teachers frequently assume students have previously acquired a skill, when, in fact, they may never have been systematically taught that skill.

*Beyer, Barry, Back To Basics, Social Science Education Consortium, 1977, pp. 21-23.

LEARNING SKILLS

INTRODUCTION

Seven learning skills were selected by the task group in the social studies project. Most of them will be very familiar to you, the teachers of education.

These skills are:

Listening
Speaking
Viewing
Reading
Writing
Map Skills
Table, Charts, Graphs and Statistical Skills

The Learning Skills Task Group realized that many of these skills are already an integral part of your daily teaching, although they may not be emphasized in the context of social studies. We found that these skills are important to all students and are used in all disciplines.

The purpose of the Learning Skills section of this guide is to clearly define the skills and integrate them into the Social Studies Curriculum. Many of the sample activities can be adapted to various subject matters, as well as to the materials we used.

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LEARNING SKILLS

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Tables, Charts, Graphs & Statistical Skills	L22 - L24

LISTENING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can be aware of emotionally loaded terms and sweeping generalizations.								*	---	---	---	---	/
B.	Can follow sequence of ideas.	*	---	---	---	---	---	---	---	---	---	---	---	/
C.	Can recognize relationships from which inferences and conclusions can be drawn.	*	---	---	---	---	---	---	---	---	---	---	---	/
D.	Can be able to determine that some pertinent idea has been omitted and whether content and presentation are fair, accurate, and consistent to topic.								*	---	---	---	---	/
E.	Can follow directions given orally by teacher.	*	---	---	---	---	---	---	---	---	---	---	---	/
F.	Can gather data from a recording when guided or cued.	*	---	---	---	---	---	---	---	---	---	---	---	/
G.	Can gather data from teachers' and students' oral presentation.					*	---	/						
H.	Can gather data from a recording when not guided or cued.					*	---	---	---	---	---	---	---	/
I.	Can discriminate between main ideas and supporting details in an oral presentation and group discussions.					*	---	/						

* Grade at which skill is introduced
--- Grades at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF LISTENING

DEFINITION: An internal process in which the individual tries to understand the spoken language or other sounds.

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Skill B Can follow sequence of ideas.

Skill C Can recognize relationships from which inferences and conclusions can be drawn.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.

Skill E Can follow directions given orally by teacher.

Skill F Can gather data from a recording when guided or cued.

Skill G Can gather data from teachers' and students' oral presentations.

Skill H Can gather data from a recording when not guided or cued.

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Note: The teacher is responsible for the following skills at this level:

Skill - B
C
E
F
G
H
I

ACTIVITIES
LISTENING SKILLS

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Introduced at Junior High Level

Skill B Can follow sequences of ideas.

Given sound Filmstrip #3, the students will be able to gather information about the tools, techniques, technolgoy that developed between the time of Shang China and industrial England. Data Bank, Level 6, Unit 3, Day 2.

Skill C Can recognize relationships from which inferences and conclusions can be drawn.

Given Recording 24, "Words of the Poor: Ed Macintosh", students will make inferences about the way Ed Macintosh lives and what he values. Data Bank, Level 6, Unit 8, Days 11 and 12.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistant to topic.

Introduced at the Junior High Level.

Skill E Can follow directions given orally by teacher.

The students will make a chart using data given by the teacher and will then interpret and compare their charts with another one provided by the teacher. Data Bank, Level 6, Unit 3, Day 18.

Skill F Can gather data from a recording when guided or cued.

The students will listen to recording 3, of an Egyptian myth to state what kinds of problems a myth of this sort could help the people of Ancient Egypt explain. Data Bank, Level 6, Unit 2, Day 10.

Skill G Can gather data from teachers' and students' oral presentations.

Given information about working conditions in 19th century English factories, the students will role-play English legislators and others in a hearing to investigate and evaluate working conditions and to determine social legislation to protect the factory workers. Data Bank, Level 6, Unit 3, Days 11-14.

Skill H Can gather data from a recording when not guided or cued.

The students will gather data about Tepoztlan's past, and find out ways of gathering information about the past by listening to Recording 17. Data Bank, Level 6, Unit 5, Day 3.

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

After listening to recordings, spoken words and a song, students will state what thoughts and feelings each selection expressed. Data Bank, Level 6, Unit 8, Days 14-15.

SPEAKING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can give an oral report.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can participate orally and effectively in:					*	---	---	---	---	---	---	/	
	a. small group discussion													
	b. committees													
	c. forums													
	d. debates													
	e. skits													
C.	Can effectively participate in role-playing situation.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can pronounce selected social studies terms correctly.	*	---	---	---	---	---	---	---	---	---	---	/	
E.	Can develop and conduct oral interviews.	*	---	---	---	---	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF SPEAKING

DEFINITION: The ability to use audible symbols effectively and understandably.

Skill A Can give an oral report.

Skill B Can participate orally and effectively in:

a. small group discussions
b. committees
c. forums
d. debates
e. skits

Skill C Can effectively participate in a role-playing situation

Skill D Can pronounce selected social studies terms correctly.

Skill E Can develop and conduct oral interviews

Note: The teacher is responsible for the following skills at this level:

Skill - A
B
C
D
E

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ACTIVITIES
SPEAKING SKILLS

Skill A Can give an oral report - Introduced at Primary Level, however, skill should be reinforced and progressively more sophisticated.

The students will present oral descriptions of three scenes from their own neighborhood. Data Bank, Level 6, Chapter 8, Day 16.

Skill B Can participate orally and effectively in:

a. small group discussion
b. committees
c. forums
d. debates
e. skits

Divide class into groups of 4-6 and assign them work areas. They will build paper boxes using string or cord marked with Egyptian measurements. Purpose: to involve students in an experience that demonstrates importance of numbers as a building tool. Data Bank, Level 6, Unit 2, Days 4, 5 and 6.

Skill C Can effectively participate in a role-playing situation.

Students role-play English legislators and others involved in a hearing to investigate and evaluate working conditions and to determine social legislations to protect the factory workers. Data Bank, Level 6, Unit 3, Days 11-14.

Skill D Can pronounce selected social studies terms correctly.

These general activities can be adapted to any level of learning.

1. Word scrambling - each one, in a group of scarmbled words is followed by a definition that states the meaning of the word when it is correctly spelled. Read each of the definitions and then unscramble the word.

2. Several sets of words are given. In each set, two words have a definite relationship; following these two words is a single word followed by a blank. Below the blank are three words. Choose the word that is related to the word preceding the blank in the same way as the first two words are related. Example:
employer; employee - management; <u>labor</u>, trade, labor, employment.

3. Attaininc Concepts

	Teacher	Student
a.	say this word after me...	repeats word.
b.	this is an...	looks at object, listens to description.
c.	this is also an...	given, or reads statements which are illustrative examples of the concept.

	Teacher	Student
d.	this is <u>not</u> an...	looks at new object, or listens to new description or reads statements which are not samples of the concept (but which may be similar form, etc.)
e.	show me an... or tell me what you think an... is or which of these describes an... or is an ...	points to object. Defines the concept. Selects from one or more description.
f.	asks: How then would you define an...	gives summary. generalizations (definition of concepts).

4. <u>Anagram Games</u>, using specialized vocabulary at specific level. Source: <u>Success With Words in Social Studies, English, Science, Math</u>, by Harold L. Herber.

5. Use words surrounding an underlined term in each of a group of sentences to figure out the meaining of the term. Example: The interactions of <u>biotic factors</u> influence the development and survival of each other and the species.

6. There are six words in each section. Cross out the <u>two</u> words in each group that you feel are <u>not</u> related to the others. In the blank at the top of each group, write the term from the list given which best describes the relationship of the remaining four.

7. Use each pair of words, in a list given, in a single sentence that shows the relationship between the words.
   a. population : species
   b. community : population

8. For several groups of words, arrange each of the groups into a logical progression. State the reason for the sequence in the blank provided.

Skill E Can develop and conduct oral interviews.

Students may interview an adult friend or relative as to how the world of work has changed in the last few decades. Data Bank, Level 6, Unit 10, Day 9 - Enriching the Lesson.

*Note: When considering the mastery of speaking skills we can not evaluate pupils with a set standard. Evaluation is based upon individual progress and ability. Criteria for evaluation must be individualized.

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VIEWING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can list information derived from a single, still photograph	*	---	---	---	---	---	/						
B.	Can describe what is portrayed in a single, still photograph	*	---	---	---	---	---	/						
C.	Can classify photographs by subject	*	---	---	---	---	---	---	---	/				
D.	Can discriminate between relevant and irrelevant visual evidence	*	---	---	---	---	---	---	---	/				
E.	Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips, or collections of pictures	*	---	---	---	---	---	---	---	/				
F.	Can arrange an interpretive display on a bulletin board					*	---	---	---	---	---	---	---	/
G.	Can interpret television	*	---	---	---	---	---	---	---	---	---	---	---	/
H.	Can identify and distinguish between various visual media					*	---	---	---	/				

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF VIEWING

The visual inspection and critical assessment with a particular purpose in mind.

Skill A Can list information derived from a single, still photograph.

Skill B Can describe what is portrayed in a single, still photograph.

Skill C Can classify photographs by subject.

Skill D Can discriminate between between relevant and irrelevant visual evidence.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

Skill F Can arrange an interpretive display on a bulletin board.

Skill G Can interpret television

Skill H Can identify and distinguish between various visual media. Introduced at Intermediate Level

Note: The teacher is responsible for the following skills at this level:

Skill	A
	C
	D
	E
	F
	G
	H

ACTIVITIES
VIEWING SKILLS

Skill A Can list information derived from a single, still photograph.

Given a photograph of the pyramids in the textbook, the students will demonstrate their understanding of mastabas, step pyramids, and real pryamids, and real pyramids by stating the structural differences of each. Data Bank, Level 6, Unit 2, Day 1.

Skill B Can describe what is portrayed in a single, still photograph.

Mastered at Primary Level.

Skill C Can classify photographs by subject.

Given Data Pack 6 and Sound Filmstrip 9, the students will compare the material culture and technology of the Aztecs to those of contemporary Tepoztlan. Data Bank, Level 6, Unit 5, Days 4 and 5.

Skill D Can discriminate between relevant and irrelevant visual evidence.

Given Data Pack 7, the students will cite details that indicate conditions of poverty. Data Bank, Level 6, Unit 8, Day 10.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

Given Data Pack 1, the students will gather visual information about the use of tools by animals and will then test that information against the definition that only humans make tools in a regular pattern. Data Bank, Level 6, Unit 1, Day 1.

Skill F Can arrange an interpretive display on a bulletin board.

Activities involved here can be adapted to all levels stressing the skill of organizing, creativity, using the best media to express the idea, simplicity, clarity.

Skill G Can interpret television.

Activities involved here can be adapted to all levels according to circumstances and at the discretion of the teacher.

Skill H Can identify and distinguish between various visual media.

Using textbook photographs and Data Foldout 2, the children will gather information about building the Egyptian pyramids. Data Bank, Level 6, Unit 2, Days 1, 2, and 3.

READING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can sound out and pronounce words.	*	---	---	---	---	---	---	---	/				
B.	Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can discriminate between the main idea and subordinate details in paragraphs, or in longer prose passages.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.					*	---	---	---	---	---	---	/	
E.	Can follow and UNDERSTAND written directions.	*	---	---	---	---	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF READING

DEFINITION: A complex process of grasping the meaning from print, imagining, translating, inferring the intent, organizing ideas and evaluating meaning.

Skill A Can sound out and pronounce words.

Skill B Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.

Skill C Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.

Skill D Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.

Skill E Can follow and understand written directions.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D
E

ACTIVITIES
READING SKILLS

Skill A Can sound out and pronounce words.

Given a list of vocabulary words the children will be asked to pronounce them correctly.

Can be adapted to any level or source.

Given a reading selection on a given topic, the student should read orally, stressing proper pronunciation.

Skill B Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.

The students will read about anthropologist's use of material culture to measure change. They will demonstrate reading comprehension by defining material culture. Data Bank, Level 6, Unit 5, Day 3.

Skill C Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.

The students will read about the effects of industrialization on English community life and will be able to state how cottage and factory districts changed. Data Bank, Level 6, Unit 3, Days 7 and 8.

Skill D Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.

The students will read the textbook and will then be able to discuss the cultural changes that have taken place in Orasac. Data Bank, Level 6, Unit 4, Days 10, 11, and 12.

Skill E Can follow and understand written directions.

The teacher will readily find examples of this skill in any reading series.

WRITING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can write short answers to questions found in the text and on worksheets.		*	---	---	---	---	---	---	/				
B.	Can construct one-sentence answers to several types of questions.		*	---	---	---	---	---	/					
C.	Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.			*	---	---	---	---	---	---	---	---	---	/
D.	Can write a short essay consisting of two or more paragraphs.					*	---	---	---	---	---	---	---	/
E.	Can construct and utilize questions which are designed to secure specific pieces of data.									*	---	---	---	/
F.	Can research and write term papers.						*	---	---	---	---	---	---	/

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILLS OF WRITING

DEFINITION: Communication by using written language symbols

Skill A Can write short answers to questions found in the text and on worksheets.

Skill B Can construct one-sentence answers to several types of questions.

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

Skill D Can write a short essay consisting of two or more paragraphs

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

Skill F Can research and write term papers.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D
F

ACTIVITIES
WRITING SKILLS

Skill A Can write short answers to questions found in the text and on worksheets.

Skill B Can construct one-sentence answers to several types of questions.

The students will write answers to the questions on Data Master 13 to demonstrate their overall understanding of the material covered in Units 1, 2, and 3. Data Bank, Level 6, Unit 3, Day 25.

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

The students will write a brief description of the appearance of ancient Egyptians and their life-style. Data Bank, Level 6, Unit 2, Day 7.

Skill D Can write a short essay consisting of two or more paragraphs.

After considering several proposals to improve the standard of living of India's people, the students will write two paragraphs stating their choice. Data Bank, Level 6, Unit 7, Days 3 and 4.

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

Skill F Can research and write term papers.

Write a short report with clarify and exactness, including a simplified bibliography, to show sources of information. Give credit for quoted material in written work.

MAP SKILL SEQUENCING

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can accurately determine the distance from one point to another.		*	---	---	---	---	---	---	---	---	/		
B.	Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.		*	---	---	---	---	---	---	---	---	/		
C.	Can state the relative advantages and disadvantages of various types of map projections.				*	---	---	---	---	---	---	/		
D.	Can construct and label a map.		*	---	---	---	---	---	---	---	---	/		
E.	Can understand and interpret map symbols.		*	---	---	---	---	---	---	---	---	/		

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

MAP SKILLS

Skill A Can accurately determine the distance from one point to another.

Skill B Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Skill D Can construct and label a map.

Skill E Can understand and interpret map symbols.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D
E

ACTIVITIES
MAP SKILLS

Skill A Can accurately determine the distance from one point to another.

Given a compass, follow a pre-determined course.

Skill B Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, and so forth.

Using an agricultural map of the Western Hemisphere, determine different life styles resulting from various differences from the equator.

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Given Mercator, Eckert, Interrupted and Equidistant Projection, have students pick our samples of inaccuracies on each map.

Skill D Can construct and label a map.

The students will interpret a map of Shang China and will make a map showing the resources available to the Shang Chinese. Data Bank, Level 6, Unit 2, Day 11.

Skill E Can understand and interpret map symbols.

The children will be able to locate regions, countries, cities, and landforms by following clues and a map key. Data Bank, Level 6, Unit 10, Days 1 and 2.

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can gather information from tables, charts, and graphs with and without specific cues.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can convert from one form of written tabular or graphic representation to another with or without directions.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can recognize inaccuracies or distortions in graphic presentations.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can recognize, organize, and construct time lines.					*	---	---	---	---	---	---	/	
E.	Can use an index to gather or present statistical evidence.										*	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

DEFINITION: The interpretation and representation for tables, charts, and graphs.

Skill A Can gather information from tables, charts, and graphs with and without specific cues.

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

Skill C Can recognize inaccuracies or distortions in graphic presentations.

Skill D Can recognize, organize and construct time lines.

Skill E Can use an index to gather or present statistical evidence.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D

ACTIVITIES
TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

Skill A Can gather information from tables, charts and graphs with and without specific cues.

Given Data Master 6, a chart about wages, the students will demonstrate their ability to interpret the data by answering questions. Data Bank, Level 6, Unit 3, Day 6.

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

The students will make a chart using data given in the textbook and will then interpret and compare their charts with another one provided by the teacher. Data Bank, Level 6, Unit 3, Day 18.

Skill C Can recognize inaccuracies or distortions in graphic presentations.

Interpret, analyze and compare charts and pictoral material. Data Bank has numerous sources.

Skill D Can recognize, organize and construct time lines.

By experiencing a period of silence or by developing a time line, the students will be able to conceptualize the amount of time separating Ghang China from industrial England. Data Bank, Level 6, Unit 3, Day 2.

Skill E Can use an index to gather or present statistical evidence.

Will be introduced at the Junior High Level

INQUIRY SKILLS

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INTRODUCTION

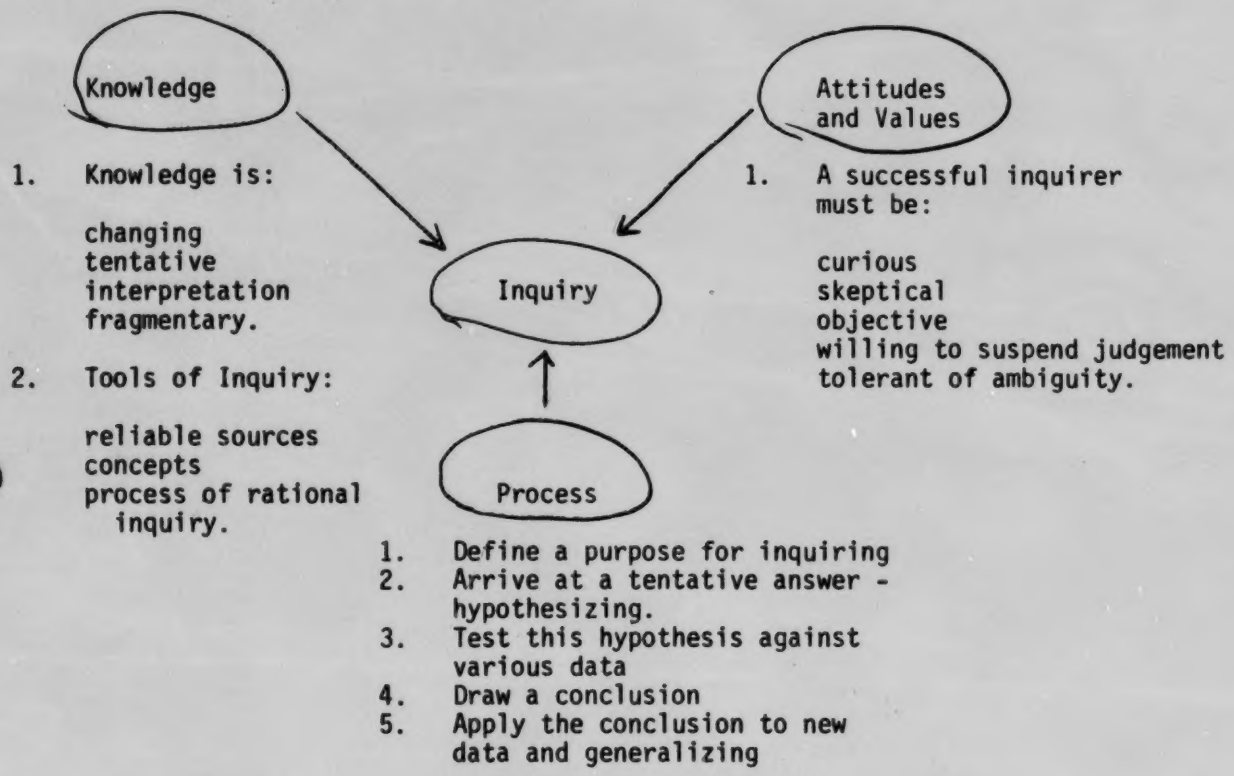
During the past decade, increased attention has been given to the teaching of social studies skills from kindergarten to the twelfth grade. The usual emphasis placed on acquiring content as an end in itself can no longer be justified. To survive in our rapdily changing world, our children do not need to memorize a myriad of useless facts, soon to be forgotten or superseded by new knowledge. Rather, they must leave the classroom equipped with the skills needed to uncover, process, and interpret data. In other words, with the realization that knowledge is doubling almost every decade, our children must possess the skills which will not only enable them to choose relevant data from constantly changing knowledge, but will also enable them to revise and re-evaluate what they have learned.

With this in mind, social studies educators must give priority to teaching skills that will be of most value to their students in the future. Probably the most important of these are problem-solving and critical thinking skills. Once acquired, these skills will enable children to learn independent of the classroom, thus becoming more responsible for their own education. Students equipped with these skills might be better able to cope with their personal problems, as well as survive the complexities of modern day society. Perhaps the most effective way in which these particular skills can be taught is through the use of inquiry.

What is "inquiry"? Some people have labeled it an approach, some have referred to it as a teaching method, while still others have termed it a strategy. Adding to the vagueness even more, some people believe that inquiry is synonymous with asking questions, analyzing information, critical thinking, or problem-solving. Yet amidst all this confusion, one common feature of inquiry emerges - that is, inquiry refers to a specific way that people can be guided in learning. According to Beyer, inquiry is a process that requires the learner "to perform

certain intellectual operations in order to make experience understandable."* It requires working with data in a special way, certain kinds of knowledge, and the possession of a unique set of attitudes and values that will support this particular way of learning.

Refer to the diagram below...*

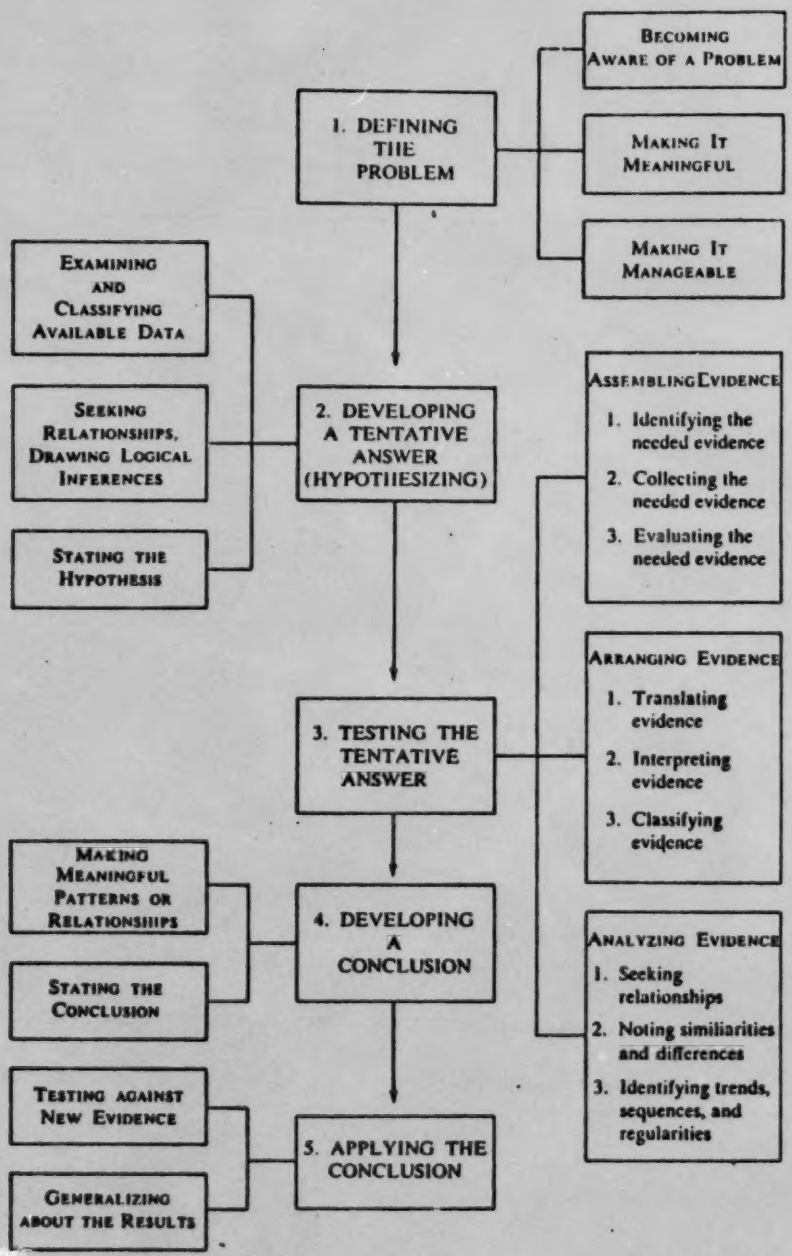


As depicted in this diagram, the three dimensions of inquiry are in practice inseparable. However, the "process" of inquiring is the key to inquiry. It is this process that makes inquiry learning so different from other ways of learning. It is a complex way of learning, but a very effective one. When viewed in its entirety, it looks like this...

*From Barry K. Beyer's Inquiry in the Social Studies Classroom: A Strategy for Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio 1971.

BEST COPY AVAILABLE

The Process of Inquiring*


1. DEFINING THE PROBLEM
BECOMING AWARE OF A PROBLEM
MAKING IT MEANINGFUL
MAKING IT MANAGEABLE
2. DEVELOPING A TENTATIVE ANSWER (HYPOTHESIZING)
EXAMINING AND CLASSIFYING AVAILABLE DATA
SEEKING RELATIONSHIPS, DRAWING LOGICAL INFERENCES
STATING THE HYPOTHESIS
3. TESTING THE TENTATIVE ANSWER
ASSEMBLING EVIDENCE
1. Identifying the needed evidence
2. Collecting the needed evidence
3. Evaluating the needed evidence
ARRANGING EVIDENCE
1. Translating evidence
2. Interpreting evidence
3. Classifying evidence
ANALYZING EVIDENCE
1. Seeking relationships
2. Noting similiarities and differences
3. Identifying trends, sequences, and regularities
4. DEVELOPING A CONCLUSION
MAKING MEANINGFUL PATTERNS OR RELATIONSHIPS
STATING THE CONCLUSION
5. APPLYING THE CONCLUSION
TESTING AGAINST NEW EVIDENCE
GENERALIZING ABOUT THE RESULTS

*Refer to note on I-2; (page 50).

"In essence this process involves three distinct types of intellectual operations - making inferences from data, testing these against more data, and synthesizing bits and pieces of information into meaningful wholes. These operations are performed over and over again in almost every stage of inquiring. In the hypothesizing stage, an inference drawn from a brief survey of the data may be quickly tested and synthesized into a hypothesis. In the testing stage, this hypothesis is examined in the light of new evidence as each aspect is checked and inferences are made about it, tested, and finally refined, retained, or discarded. ...this process may be repeated numerous times before any acceptable conclusion is reached. Finally, these same three operations are engaged in when one treats the conclusion as a hypothesis to test it against additional data before finally accepting it... . These operations form the heart of the inquiry process - but they are not synonymous with it. The process uses these for different reasons and thus encompasses much more." (Refer to note on I-2; pg. 51).

"The process of inquiring, furthermore, utilizes analytical thinking (deliberate, step-by-step, logical thinking) and intuitive thinking (guessing, hunching, jumping to conclusions). Inductive reasoning, moving from bits and pieces of data to all-encompassing statements, and deductive reasoning, moving from all the relevant data to a concluding statement, are also used repeatedly and often interchangeably. Inquiring involves many acts, some conscious and deliberate, others haphazard and almost automatic. It is not always a neat progression of steps from one simple operation to another a bit more complex. The inquirer may frequently go through this process a number of times before the initial problem is resolved. Yet, inquiry starts with a problem or question of some sort and moves at varying rates of speed to some type of a resolution or conclusion. It is one way of making meaning from experience." (Refer to note on I-2; pg. 51).

The skills necessary for successful inquiry are numerous. However, for our purposes only eleven have been selected to be implemented in our comprehensive and sequential social studies program, kindergarten through the twelfth grade. They are as follows:

1. Noting Similarities and Differences
2. Classifying
3. Drawing Inferences
4. Generalizing
5. Hypothesizing
6. Distinguishing Between Facts and Opinions
7. Identifying Needed Evidence
8. Recognizing Biased Statements
9. Asking Useful Questions
10. Distinguishing Between Primary and Secondary Sources
11. Evaluating Sources of Information.

On the following page is a flow chart which identifies the particular grade in which a skill is to be introduced, the grades in which the skill is reinforced, and finally the grade in which mastery should be expected.

FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Noting Similarities and Differences	*	---	---	---	---	---	---	---	---	---	---	/	
Classifying	*	---	---	---	---	---	---	---	---	---	---	/	
Drawing Inferences	*	---	---	---	---	---	---	---	---	---	---	/	
Generalizing	*	---	---	---	---	---	---	---	---	---	---	/	
Hypothesizing		*	---	---	---	---	---	---	---	---	---	/	
Distinguishing Between Facts and Opinions					*	---	---	---	---	---	---	/	
Identifying Needed Evidence								*	---	---	---	/	
Recognizing Biased Statements								*	---	---	---	/	
Asking Useful Questions								*	---	---	---	/	
Distinguishing Between Primary and Secondary Sources								*	---	---	---	/	
Evaluating Sources of Information								*	---	---	---	/	

* Grade at which skill is introduced
--- Grades through which skill is developed and reinforced systematically
/ Grade at which mastery should be expected

NOTING SIMILARITIES AND DIFFERENCES

(Comparing)

Skill Description:

Students at all levels should be provided with sufficient opportunities to note likelinesses and differences. Initially, it is common practice to focus on differences. It would appear that what makes the difference is what really counts. Few of us observe the numerous similarities of objects which exist. When we ask them to contrast, we are asking for differences only. The kind of comparisons we attempt to elicit will depend on a variety of factors, namely, the age, grade level, and maturity of the student, as well as the nature of the task at hand. In the earlier grades, comparison may involve concrete objects; in the later grades, abstractions.

Examples:

1. Compare the two animals pictured below

Monkeys and Elephants

Similarities:

(1) Both are animals
(2) Both are mammals
(3) Both have hair on body
(4) Both have eyes, nose, mouth, and tails
(5) Both can be found in Africa and Asia

Differences:

Monkey	Elephant
(1) Can use front paws for manipulation	(1) Cannot use front feet for manipulation

Differences (con't)

Monkey	Elephant
(2) Can use fingers	(2) Cannot use toes
(3) Swings by tail	(3) Cannot swing by tail
(4) Moves quickly and freely	(4) Moves in a cumbersome way
(5) Is smaller than an elephant	(5) Is larger than a monkey
(6) Cannot lift large logs	(6) Can lift large logs
(7) Has no trunk.	(7) Has a long grunk.

If you were comparing a monkey with an elephant, perhaps you would have thought of other items to list instead of, or in addition to, those in this example. YOU are the one to decide what you will include in your comparison.

2. Compare the political climate, for the introduction of new economic solutions to the Great Depression, at the beginning of Hoover's presidency with the political climate four years later when F. D. R. assumed the presidency.

Noting Similarities and Differences

Level: Six

Source: Holt Data Bank (Inquiring About Technology)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 After viewing Sound Filmstrip 4, "Tracing Technology 2," the students will be able to state at least two similarities and two differences between the processes of industrialization in England and Japan. (Unit 3, Day 17)

Objective #2 Given Data Master 15 and Sound Filmstrip 6, the students will compare Inca and Quechua farming methods and will discover many similarities between them. (Unit 4, Day 6)

Sample Evaluation Items

#1 Questions such as the following could be asked (written or oral responses).

a) How were the English and Japanese experiences similar?
b) What new sources of power were introduced in Japan?
c) What old industries were changed because of them?
d) Did the work settings and conditions change in Japan as they had in England?
e) What changes occurred in communities and how do these changes compare with what happened in England?
f) What changes in Japan are not like those changes which took place in England?
g) What might account for these differences?

#2 Points of similarities which could be idsucssed or written about might include the following?

a) tools
b) crops

CLASSIFYING

Skill Description:

"To classify is to assign names and arrange the data. It is a process of sorting to suit a particular purpose. Classification is putting data into groups. Each member of a group has one or more characteristics in common. Therefore, one can identify and place like things in certain categories or classes. Classification normally goes on throughout the inquiry process."*

Classification is used extensively in our lives. Evidence of classification can be found in the supermarkets, in our places of work, as well as in our homes. And frequently items which we find classified, can be grouped in many different ways depending on the purpose for the classification.

Example:

Group the following words into as many different classifications as possible:

cat	elephant	sheep
shark	turkey	robin
tuna	trout	tuna
lion	bass	pike
dog	eagle	bluebird

Possible categories might be as follows: animals that fly, animals that live in water, etc.

*Taken from Teaching Social Studies Skills, by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 191.

Classifying

Level: Six

Source: Holt Data Bank (Inquiring About Technology)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given Data Master 3, the students will classify the questions and will note what these categories tell about the Shang Chinese. (Unit 2, Day 12).

Objective #2 Given Data Pack 2, the students will classify the pictures according to modern and nonmodern characteristics. (Unit 4, Day 1)

Objective #3 After becoming familiar with the art works shown in a filmstrip, the students will develop categories that describe in what ways the works deal with technology and classify the examples accordingly. (Unit 10, Day 4)

Sample Evaluation Items

#1 Possible categories:

Do they give any clues to what the people of Shang China thought was important? Does the evidence of the oracle-bone questions support any theories derived from the map and the excavated objects?

#2 Have students make two lists relating to whether the characteristics in the pictures are modern or nonmodern before the black out.

#3 Sample categories:

Interaction of people with technology
An attempt to make a machine beautiful
A humorous comment on the nature of machines
Use of machine as a part of a work of art
Choosing a machine as the subject for a work of art.

Drawing Inferences

Skill Description:

In understanding the significance of spoken or written statements it is frequently necessary to be able to grasp implications or inferences which may not be stated directly. Thus the whole matter of grasping the meaning of statements beyond the actual facts presented is a very important skill or ability in considering material in the field of the social sciences, as well as in other fields. This process is closely akin to general reasoning processes followed in the study of logic, but, of course, has implications to learning in the social studies.

It is important for pupils to learn the limitations of a passage as well as the inferences which may properly be drawn from it. For that reason, several of the numbered statements on the next page go beyond the information provided in the passage to the extent that they are not warranted as inferences. Practice with exercises of this type will aid in developing in pupils the ability to draw conclusions or recognize correct inferences and also to recognize statements which are unwarranged as inferences from the data provided.

Inference: "A truth or proposition drawn from another which is admitted or supposed to be true; a conclusion; a deduction" (unabridged dictionary).

EXAMPLES

I. Directions: Assuming that the information in the paragraph on the next page is true, it is possible to establish other facts using the ones in this paragraph as a basis for reasoning. This is called drawing inferences. There is, of course, a limit to the number of kinds of facts which may be properly inferred from any statement.

By writing the proper symbol in the space provided, indicate that a statement is True, if it may be properly inferred from the information given in the paragraph. Indicate that it is Untrue, if the information given in the paragraph implies that it is false. Indicate that No Inference can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the paragraph as a basis for your responses.

Use the following symbols in writing your answers:

T - if the statement may be inferred as TRUE
F - if the statement may be inferred as UNTRUE
N - if no inference can be drawn about it from the paragraph

By the close of the thirteenth century there were several famous universities established in Europe, though of course they were very different from modern ones. One of the earliest to be founded was one of the most widely known. This was the University of Bologna where students from all countries came who wished to have the best training in studying Roman Law. Students especially interested in philosophy and theology went to the University of Paris. Those who wished to study medicine went to the Universities of Montpelier or Salerno.

____ 1. There were lawsuits between people occasionally in those days.

____ 2. The professors were poorly paid.

____ 3. In the Middle Ages people were not interested in getting an education.

____ 4. There were books in Europe at that time.

____ 5. Most of the teaching in these medieval universities was very poor.

____ 6. There was no place where students could go to study.

____ 7. There were no doctors in Europe at this time.

____ 8. There was no way to travel during the Middle Ages.

____ 9. If a student wanted to be a priest, he would probably attend the University of Paris.

____10. There were no universities in Europe before the thirteenth century.

____11. There was only one language in Europe at this time.

Drawing Inferences

Level: Six

Source: Holt Data Bank (Inquiring About Technology)

* * * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given photographs of Shang Chine remains and artifacts, the students will draw inferences about what resources and technology were available to the Shang Chinese. (Day 11, Unit 2)

Objective #2 Given evidence collected during the unit, students will make inferences about factors affecting supply and demand, price, and effective bargaining on the international cocoa bean market. (Day 5, Unit 6)

Objective #3 Given a paragraph describing a room, students will make inferences about the people living there. (Day 8, Unit 8)

Sample Evaluation Items

#1 Using the photographs of Shang Chine remains on pages 32-36 of student textbook, the students will answer the following:

1) Can you suggest what resources and technology were available to Shang Chinese that were not available to Homo habilis?
2) What tools might the Shang people have had?
3) What tools would they need to make these art objects?

#2 Suppose a disease appeared in the sugar crop of a nonmodern country that usually sells its entire crop to large sugar companies in the United States. How might loss of the sugar crop affect each of the following: (See: Days 1-5)

1) The sugar farmers: _____
2) The United States sugar companies: _____
3) The people in the United States who use sugar: _____
4) The workers in the United States sugar companies: _____
5) The villagers, other than sugar farmers, in the nonmodern country: _____

Answers will vary but would show application of information from this unit.

#3 Questions such as the following could be asked:

How do you think Lewis felt about this room?
What does his description tell you about the people who lived there?
What questions might it answer?
What elements associated with poverty were present?
What elements were not present?

Drawing Inferences

SCENE TWO

NARRATOR: It is later that night. Eleen is in her room studying. Suddenly Brian bursts in. He is very angry.

ELLEN: Brian --

BRIAN: Well, thanks a lot!

ELLEN: Is something wrong?

BRIAN: You bet something's wrong! A certain little sister doesn't know when to keep her mouth shut!

ELLEN: Brian, I don't know what you're --

BRIAN: Don't play innocent with me! I found out what you told Mom! You told her I'm drinking all the time!

ELLEN: I did not! I only mentioned it because she was worried about you! But Brian - you do drink too much!

BRIAN: Who do you think you are! What right do you have to preach to me?

ELLEN: Brian, I'm not preaching! But I can't help worrying! I see you drinking nearly every night! I know you hide bottles of wine in your room! I've seen you get sick at tennis practice! There's something wrong! Maybe you don't know it, but I do! You're my brother and I love you, and I'm not going to forget about it!

BRIAN: Well, I'm not going to forget it, either! And if you aren't grown up enough to keep your mouth shut, maybe you aren't grown up enough to date my friends! Stay out of my life, will you?!

Do you every make guesses about things? Reading between the lines - drawing conclusions from clues - is called making inferences. People infer when they make educated guesses about something.

What can you infer from this scene from a play? Write a "T" for truie if you can infer from the scene that the statement is correct. Write an "F" for false if you can infer that the statement is incorrect. Write an "N" for neither if you can't infer the statement from the scene.

_____ 1) Ellen is Brian's younger sister.
_____ 2) Both go to high school.
_____ 3) There are at least three people in Ellen and Brian's family.
_____ 4) Both Ellen and her mother are worried about Brian's drinking.
_____ 5) In the state they live in, people can drink legally at 18.
_____ 6) The scene takes place in Ellen's bedroom during a summer night.
_____ 7) Ellen is more open with her mother than Brian is.
_____ 8) Brian thinks that sisters and brothers should support each other.
_____ 9) Ellen's parents drink at home.

GENERALIZING

Skill Description

A generalization is an understanding of a relationship between or among concepts. It is a means of linking ideas and concepts into a working relationship. Understandings called inferences, hypotheses, conclusions and principles are defined as generalizations. The relationship asserted by the phrase, "Land, labor, and capital are used in all production", is an example of a generalization. This phrase involves the separate concepts of land, labor, production, capital, and goods, and combines these concepts to form the generalization that some concepts are included in production of goods.

To clarify further the meaning of generalizations the following definitions are given:

1. A generalization has a relationship between concepts.
2. A generalization applies to whole categories, and asserts that something is true of some or all factors.
3. A generalization is a higher level of thinking than component concepts. It involves the meanings of the concepts but it makes its own meaning as the understanding of the concepts.
4. A generalization is based upon inference. It is derived from reasoning or suggestion, and it extends the scope of knowledge beyond observable data.
5. A generalization can be judged for truth and validity, which can be tests. If people agree on the meanings of the concepts in the generalization, then, by examining appropriate evidence, it can be tested by the methods of reasoning or inquiry.
6. The generalization is a body of understanding not verbalization, and is shown by overt behavior resulting from internal comprehension.

*Beyer P106-7 (Refer to note on I-2)

Generalizing

Level: Six

Source: Holt Data Bank (Inquiring About Technology)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Based on the evidence presented in Unit 3, the students will generalize about the characteristics that make Japan a modern country. (Unit 3, Day 24)

Objective #2 The students will form general statements indicating their assessment of the extent of modernization in Tepoztlan. (Unit 5, Day 2)

Objective #3 Given their experiences playing THE COCOA BEAN GAME, students will generalize about how to bargain effectively in an international market. (Unit 6, Day 5)

Sample Evaluation Items

#1 Sample questions might include:

When England began to modernize, did the same thing happen?
If it did, then his characteristic should be included in the list.
Does it seem likely that these changes might occur in any country which is becoming modern? Why? or Why not?
Do you think similar changes might have taken place in the U.S. when it became modern?

#2 Sample questions might include:

What is necessary to modernize Tepoztlan?
What things are common in all modern areas?
Is Tepoztlan completely modern or nonmodern?

#3 Sample questions might include:

What countries buy most of the cocoa beans in the world?
Why don't some of the other nations buy cocoa beans?
Can a person in the U.S. buy cocoa beans like the manufacturer did in the game? etc.

HYPOTHESIZING

Skill Description

Hypothesizing is a process of inquiry growing out of attitudes, values and knowledge. It is a complex operation which requires an individual to first define a purpose for inquiring and then to guess at a tentative answer or solution - to hypothesize. Then the hypothesis must be tested against relevant data and draw a conclusion about the truth of tentative answer - hypothesis.

1. Define a purpose - one feels a need to know something about a question or problem, and to examine the purpose within limits.
2. Guess at a tentative answer - solution or plan. The guess is based upon the available data, plus the background experiences of the inquirer, and is conditioned by his own particular frame of reference.
3. Testing the hypothesis against relevant data. After forming the hypothesis it must be tested to see how it is supported by the relevant information. Data must be gathered, evaluated, and analyzed to test the hypothesis.
4. Drawing a conclusion about the accuracy of the hypothesis. If the evidence examined supports the guess, then it is accepted as an answer or explanation. If the evidence does not support the hypothesis, then a second hypothesis must be formed, and tested again.
5. Apply the conclusion to new data and generalize. Conclusions are tested to see if they face up to the new data. This broadens the conclusions and becomes more general and less specific.

*Beyer, page 21 (Refer to note on I-2)

Hypothesizing

Level: Six

Source: Holt Data Bank (Inquiring About Technology)

* * * * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given the information in the textbook, the students will hypothesize about how the Egyptians built the pyramids and what tools they used. (Unit 2, Day 1)

Objective #2 Given several questions about the overall poverty level in America, the students will hypothesize about where and how to get answers to these questions. (Unit 8, Day 1)

Objective #3 Students will speculate about what their lives would be like without clocks. (Unit 10, Day 3)

Sample Evaluation Items

#1 Sample questions might include:

What toold sis the Egyptians use to build the pyramids?
How did the Egyptians move the gigantic stones?

#2 Sample questions might include:

Where could a person get the information necessary to answer the questions raised here?
What is the income below which a family or individual can be considered poor?

#3 Sample questions might include:

What things do you do every day at the same time?
If there were no clocks, how would you know when to go to school, bed, work, etc.?

DISTINGUISHING BETWEEN FACTS AND OPINIONS

Skill Description

A worthwhile distinction which teachers should endeavor to make clear is the difference between facts and opinions. It is beyond debate that Franklin D. Roosevelt was President of the United States during World War II, but one could argue indefinitely whether or not Roosevelt was our greatest war President. The distinction between fact and opinion is always worth making because pupils will thus learn to base their conclusions or interpretations on facts. After discovering the facts relating to a series of events, pupils should be encouraged to interpret them and to form opinions about them. The following definitions might prove worthwhile:

Fact - a true statement

Opinion - a belief that rests on grounds or evidence that make the belief less than certain, or a belief that can never be proven true or false.

All are entitled to an opinion, but not all opinions are equally good. Evidence and use of such evidence is what makes the difference. The quality and usefulness of an opinion is determined by the evidence supporting the opinion.

Examples:

I. Directions: in the list which follows, some of the sentences are statements of fact, and others are statements of opinion. Indicate to which class you think each statement belongs by placing the proper letter in the space provided for it.

F - Fact
O - Opinion

__O__ 1. The Democratic party has done more for this country than the Republican party has.

__F__ 2. In 1939 there were two World's Fairs held in the United States.

__F__ 3. Alaska is northwest of Oregon.

__F__ 4. Scientific research often results in the production of new products.

__O__ 5. No war has ever accomplished any good for the world.

__O__ 6. A high tariff increases the prosperity of the country.

__O__ 7. Only his defeat at the Battle of Waterloo prevented Napoleon from making himself master of Europe.

__O__ 8. All communists in the United States are traitors to this country.

O 9. Dictators are never happy men.

F 10. The schools of today offer a broader training than did the schools of fifty years ago.

II. It is important that the critical reader be able to distinguish between statements of fact (something that can be readily proven by checking it against other information or by one's own observation), and opinion (something a person believes is so but cannot be proven beyond a doubt or agreed to by all people). In so doing, the reader can assess the overall quality of the evidence, hence the persuasiveness of the argument.

CAUTION: An opinion which coincides with your own is still an opinion, not a fact.

Read this mid-18th century view of Boston.

> Boston, the metropolis of Massachusetts-Day, in New England, is one of the largest and most flourishing town in North America. It is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length, at the bottom of a spacious and noble harbor, defended from the sea by a number of small islands. The length of it is nearly two miles, and breadth of it half a one; and it is supposed to contain 3000 houses, and 18 or 20,000 inhabitants...
>
> ...The buildings in Boston are in general good; the streets are open and spacious and well paved; and the whole has much the air of some of our best county towns in England. The country round about it is exceedingly delightful, and from a hill, which stands close to the town, where there is a beacon erected to alarm the neighborhood in case of any surprise is one of the finest prospects, the most beautifully variegated and richly grouped of any without exception that I have ever seen.
>
> The chief public buildings are three churches; thirteen or fourteen meeting-houses; the governor's palace; the court-house, or exchange; Faneuils Hall; a linen-manufacturing-house; a work-house; a bridewell; a public granary; and a very fine wharf, at least half a mile long, undertaken at the expense of a number of private gentlemen for the advantage of unloading and loading vessels. Most of these buildings are handsome; the church, called King's Chapel, is exceedingly elegant, and fitted up in the Corinthian taste. There is also an elegant private concert room, highly finished in the Ionic manner.
>
> ...The established religion here, as in all other provinces of New England, is that of the congregationalists; a religion different in some trifling articles, though none very material, from the presbyterian. There are, besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England, which seems to gain ground and to become more fashionable every day. A church has been lately erected at Cambridge within sight of the college, which has greatly alarmed the congregationalists, who consider it as the most fatal stroke that could possibly have been leveled at their religion...

Arts and sciences seem to have made a greater progress here than in any other part of America. Harvard College has been founded about a hundred years; and although it is not upon a perfect plan yet, it has produced a very good effect. The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York. The public buildings are more elegant, and there is a more general turn for music, painting, and the Belles lettres.

The character of the inhabitants of this province is much improved, in comparison of what it was, but Puritanism and a spirit of persecution is not yet totally extinguished. The gentry of both sexes are hospitable and good-natured; there is an air of civility in their behavior, but it is constrained by formality and preciseness. Even the women, though easiness of carriage is peculiarly characteristic of their nature, appear here with more stiffness and reserve than in the other colonies. They are formed with symmetry, are handsome, and have fair and delicate complexions but are said universally, and even proverbially, to have very indifferent teeth.

The lower class of the people are more in the extreme of this character and, which is constantly mentioned as singularly peculiar to them, are impertinently curious and inquisitive...

Singular situations and manners will be productive of singular customs, but frequently such as, upon slight examination, may appear to be the effects of mere grossness of character will, upon deeper research, be found to proceed from simplicity and innocence. A very extraordinary method of courtship which is sometimes practices amongst the lower people of this province, and is called "tarrying," has given occasion to this reflection. When a man in enamoured of a young woman and wishes to marry her, he proposed the affair to her parents (without whose consent no marriage in this colony can take place); if they have no objection, they allow him to tarry with her one night in order to make his court to her. At their usual time the old couple retire to bed, leaving the young ones to settle matters as they can, who, after having sat up as long as they think proper, get into bed together also, but without pulling off their undergarmetns, in order to prevent scandal. If the parties agree, it is all very well. The banns are published, and they are married without delay. If not, they part, and possible never see each other again, unless, which is an accident that seldom happens, the foresaken fair-one prove pregnant, and then the man is obliged to marry her, under pain of excommunication...

From Burnary, "The New Boston: Decline of Puritan Austerity," Sources of the American Republic, Vol. I, pp. 41-42.

1. Place an F before statements of fact and an O before statements of opinion.

____ (Boston) is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length...
____ The country round about it (Boston) is exceedingly delightful.
____ The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York.

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There are, besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England...
The character of the inhabitants of this province is much improved, in comparison to what it was...

2. From this reading, list two statements of fact and two of opinion not yet mentioned. Explain your choices.

Fact: A.

B.

Opinion: A.

B.

3. Opinions are quite frequently betrayed by emotionally-charged words, phrases like "I think" or "it seems", and excessively inclusive terms, or exaggerations like "certainly" or "undeniable". Below list words, or phrases from the reading which tipped you off in distinguishing between statements of fact and opinion.

FACT	OPINION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Distinguishing Between Facts and Opinions

Level: Five

Source: Holt Data Bank (Inquiring About American History)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 After reading "The Journal Kept on Columbus' First Voyage," pages 12-19, the students will be able to list two statements of fact and two opinions. (Unit 1, Days 2 and 3)

Objective #2 After listening to Recording #2, "The Great Peace: Oral Tradition as Historical Evidence," the students will be able to list two facts and two opinions. (Unit 2, Day 7)

Sample Evaluation Items

In the space provided before each statement, the students will write "F" if it is a fact, or "O" if it is an opinion.

_____ 1. The Iroquois used canoes to travel.

_____ 2. Iroquois houses had smoke-holes in the roof.

_____ 3. The Iroquois lived in buildings called longhouses.

_____ 4. The Iroquois were savages because they did not go to church.

_____ 5. There were five tribes in the Iroquois.

RECOGNIZING FACTS: ACTIVITY 1

You will need a coin for this exercise.

A fact is something that is known with certainty. It has been proven to be valid or correct. A statement of fact often describes something that can be seen to be true.

Lay a coin face down on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The value of the coin is printed on this side.

B. The other side of the coin is prettier.

C. Too many things are written on this side of the coin.

D. The words "United States of America" are printed on this side of the coin.

E. The coin is shaped like a circle.

F. The coin has a picture on it.

G. The coin is too big.

H. The coin is flat.

I. The Words "E Pluribus Unum" are printed on the coin.

J. Some coins are prettier than this one.

Which of these statements about the coins are facts? _____

This is the end of Activity 1.

RECOGNIZING FACTS: ACTIVITY 2

You will need a coin for this exercise.

A fact is something that is known with certainty. It has been proven to be valid or correct. A statement of fact often describes something that can be seen to be true.

Lay a coin fact up on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The coin has a year printed on it.

B. The coin has a man's head on it.

C. The coin is too small

D. The man on the coin has a weird hair style.

E. The word "Liberty" is printed on the coin.

F. The coin is flat.

G. The man on the coin is facing the wrong way.

H. The words "In God We Trust" are printed on the coin.

I. The coin is shaped like a circle.

J. The picture on the coin is not very good.

Which of these statements about the coin are facts?_____

This is the end of Activity 2.

RECOGNIZING OPINIONS: ACTIVITY 3

You will need a coin for this exercise.

An opinion is a belief about something. An opinion may or may not be based on facts. An opinion is what someone thinks or feels about something. Two people often have different opinions about the same thing.

Lay a coin face down on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The value of the coin is printed on this side.

B. The other side of the coin is prettier.

C. Too many things are written on this side of the coin.

D. The words "United States of America: are printed on the coin.

E. The coin is shaped like a circle.

F. The coin has a picture on it.

G. The coin is too big.

H. The coin is flat.

I. The words "E Pluribus Unum" are printed on the coin.

J. Some coins are prettier than this one.

Which of these statements about the coin are opinions?_____

This is the end of Activity 3.

RECOGNIZING OPINIONS: ACTIVITY 4

You will need a coin for this exercise.

An opinion is a belief about something. An opinion may or may not be based on facts. An opinion is what someone thinks or feels about something. Two people often have different opinions about the same thing.

Lay a coin face up on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The coin has a year printed on it.

B. The coin has a man's head on it.

C. The coin is too small.

D. The man on the coin has a weird hair style.

E. The word "Liberty" is printed on the coin.

F. The coin is flat.

G. The man on the coin is facing the wrong way.

H. The words "In God We Trust" are printed on the coin.

I. The coin is shaped like a circle.

J. The picture on the coin is not very good.

Which of these statements about the coin are opinions?_____

This is the end of Activity 4.

DISTINGUISHING BETWEEN FACTS AND OPINIONS: ACTIVITY 5

You will need a coin for this exercise.

Remember that a fact is known to be true. An opinion is a belief that may or may not be true. Facts are statements with which almost everyone would agree. People often disagree about opinions.

Hold the coin in yourhand and look at each side. Below is a list of statements about the coin. Each statement is dientified by aletter. Read the statements and answer questions 1 and 2 by filling in the letters of the statements.

A. The coin is too small.

B. The coin has writing on both sides.

C. The coin has a face on only one side.

D. The coin is too thick.

E. The coin is flat.

F. The words "United States of America" are printed on the coin.

G. The value of the coin is printed on it.

H. Some of the words are near the edge of the coin.

I. The coin is nice to look at.

J. The person on the coin is a man.

1. Which of these statements about the coin are facts?_____

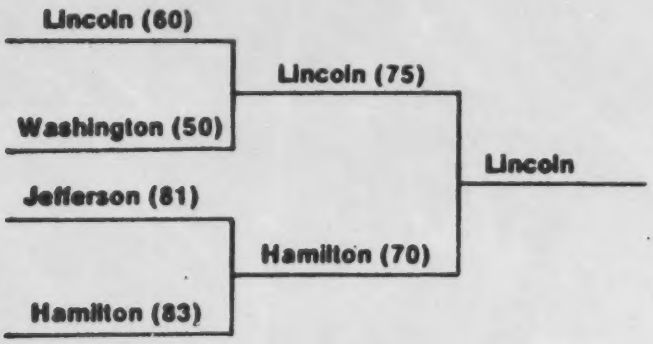
2. Which of these statements are opinions?_____

This is the end of Activity 5.

DISTINGUISHING BETWEEN FACTS AND OPINIONS:

ACTIVITY 6

HIGH SCHOOL BASKETBALL TOURNAMENT



This chart is called a "tournament ladder." The results are facts. Can you tell *fact* from *opinion*? Write an "F" next to the statements that are fact. Write an "O" next to the statements that are opinion. Some facts come from the tournament ladder. Some facts you already know.

_____ 1) **Lincoln High won the tournament.**

_____ 2) **Washington High should win next year.**

_____ 3) **Hamilton lost by less than 10 points.**

_____ 4) **Basketball coaches are always nervous.**

_____ 5) **All the schools in this tournament are named after American leaders.**

_____ 6) **Basketball players wear special uniforms when they play.**

_____ 7) **Jefferson lost because it had poor school spirit.**

CONCEPTS

INTRODUCTION

One basic set of tools students need are concepts that will give them a chance to organize and process the increasing mountains of information which confront them. This includes the bombardment of data and stimuli from all sources - not just the classroom. For a long time educators have been convinced that learning can best be organized around various centralizing themes or concepts.

To achieve this end, lists of concepts were gleaned from each of the social sciences. And the lists have grown; the teacher's edition of practically every text at every grade level is loaded with concepts. Many of these organizing labels are appropriate for exploring limited subject matter and gaining some small insight. For instance, once a student has grasped the concept of *irrigation*, it is easily applied - at least to certain phenomena. The concept may not need to be taught in later grades.

But notice this: a few of the words in those growing lists are of a different order. *Interdependence* and *conflict*, for example, are included in most collections of concepts. Those two words suggest something larger, more vital than *sea transportation, buying and selling*, or *political parties*. They are larger organizing themes; they represent forces that pervade our lives. The understanding of conflict and interdependence is important to understanding ourselves and the world around us.

To separate these larger themes from the extensive listings, we can call them *universal concepts*. They cut across disciplinary lines - each of the social sciences can shed some light on them. In fact, they go beyond the social sciences - other areas of exploration, such as literature, art, science - can offer valuable perspectives. These universal concepts also cut across longitudinal lines; that is, they should be dealt with at each grade level as a vital part of the learning process.

This idea of universal concepts can provide us with the kind of organizing themes we need. These over-arching concepts should be thought of as ways of looking at the world, lenses for seeing things from a certain perspective. They become analytical tools for pulling together seemingly diverse phenomena; students can apply them to their own lives and surroundings as well as to a variety of course materials.

Clearly if universal concepts are to have any value, there needs to be a sequence of development. As the child matures, he or she should be learning to apply a number of these lenses in an increasingly sophisticated manner. And even in the very early grades, the child should be able to explore how these concepts operate on the global level as well as in his or her personal life and surroundings. This does not mean that every class period should be devoted to concentration on one universal concept or another. Rather, the idea is that working with subject matter in a certain way at various times during the year will lead students to incorporate these perspectives into their thinking.

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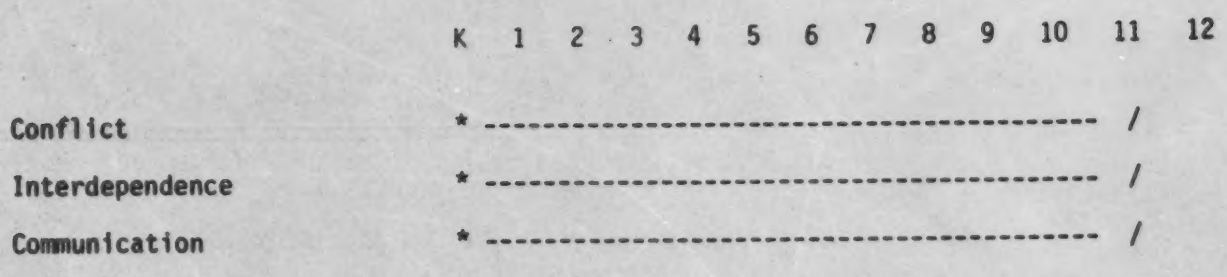
K 1 2 3 4 5 6 7 8 9 10 11 12
Conflict
Interdependence
Communication

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INTRODUCTION
CONFLICT IN THE K-12 CURRICULUM

Conflict is a major force in nature and in people's lives. It has been part of the development of all past human societies. Indeed, we cannot conceive of any form of society, past or future, in which there will not be conflict. As we begin to know more about what it is and how it works, we improve our chances of coping with it more effectively. At the same time we come to understand ourselves better and see the world around us more clearly.

Of course, young people do learn about conflict - they encounter it dozens of times every day. But the knowledge gained is far from systematic; it is as likely to be misinformation as it is to be valid enough to serve as guidelines for decisions. In our schools, we tend to gloss over the subject, treating it as something unpleasant that should be handled as delicately as possible. A Stanford University group studied the way in which conflict was presented in social studies texts at the third and ninth grade levels. Their report stated that: "Not only are few problems presented; those that do exist are depicted as not severe. The majority of the examples of conflict in the books we analyzed, regardless of what issue was involved, tended to be presented either as neutral (24%) or as being carried out in a spirit of cooperation (71%)."

Children are also exposed to conflict on television, and here they encounter the idea that conflict is usually violent and resolved by violence. Adult programming is often criticized for its penchant for violence; children's programs are statistically six times as violent. The average child witnesses an estimated 18,000 TV deaths a year! (Statistics from a special news report, KPIX-TV, San Francisco, May 10-12, 1975.)

Clearly we must correct these distortions, and begin to deal with conflict in a more realistic way. Conflict is limited neigher to friendly disagreements nor to murder and mayhem. One major objective should be to help students gain a healthy attitude toward conflict. This involves recognizing that conflict is a basic part of everyone's life. Rather than being an inescapable evil, it often serves positive functions. For example, conflicts over ideas of government contributed not only to American independence (through violence) but to the creation of a superb constitution (without violence). Without the need to work out conflicts, these things would not have happened. The Constitution itself is a master plan for expressing, regulating, and resolving conflicts.

By working through conflicts in a wide variety of settings, students will come to understand that:

- avoiding conflict is not necessarily a good way to deal with it;
- the belief that if everyone obeys the rules there will be no conflict is an oversimplification;
- there are many ways to express and resolve conflict; the socially accepted ways of resolving conflict are usually more successful than unaccepted ways;
- conflict is often *not* a win-lose situation; both sides can gain (or lose) some things.

To achieve such objectives, you will sometimes have to counter-balance text generalizations - particularly those generalizations based on the assumption that conflict is unpleasant and to be avoided. Some examples:

- if everyone obeys the rules, conflicts will go away;

- conflict is a sort of necessary evil; cooperation, the opposite of conflict, makes everyone feel better.

Texts do deal with the expression of anger, but it is also important to see other kinds of conflict - the opposition of ideas, the working out of differences, and finding solutions to problems.

A more open and sensible approach to the subject can serve a number of important goals. Understanding conflict:

- develops a more realistic self-awareness;

- contributes to knowledge of one's role as a group member and as a member of society;

- becomes a link for seeing relationships among a number of subject areas, especially literature, social studies, science and art;

- can be used as a lens for seeing more clearly the world around us - the natural environment, the local community, the global setting.

MAJOR OBJECTIVES IN TEACHING ABOUT CONFLICT, K-12

1. To develop students' understanding and acceptance of conflict as a natural and normal force in our lives.

2. To recognize that irrational conflict or violent conflict tends to be more destructive than conflict dealt with in socially accepted and non-violent ways.

3. To be able to see similarities in the dynamics of conflict at all social levels - personal, group, community, nation, world community.

4. To explore a wide variety of ways to express conflicts and to resolve them.

5. To accept the idea that conflict can be either harmful or beneficial (dysfunctional or functional).

6. To develop some of the tools needed to cope more successfully with a world characterized by constant and increasing conflict.

SOME KEY POINTS TO REMEMBER

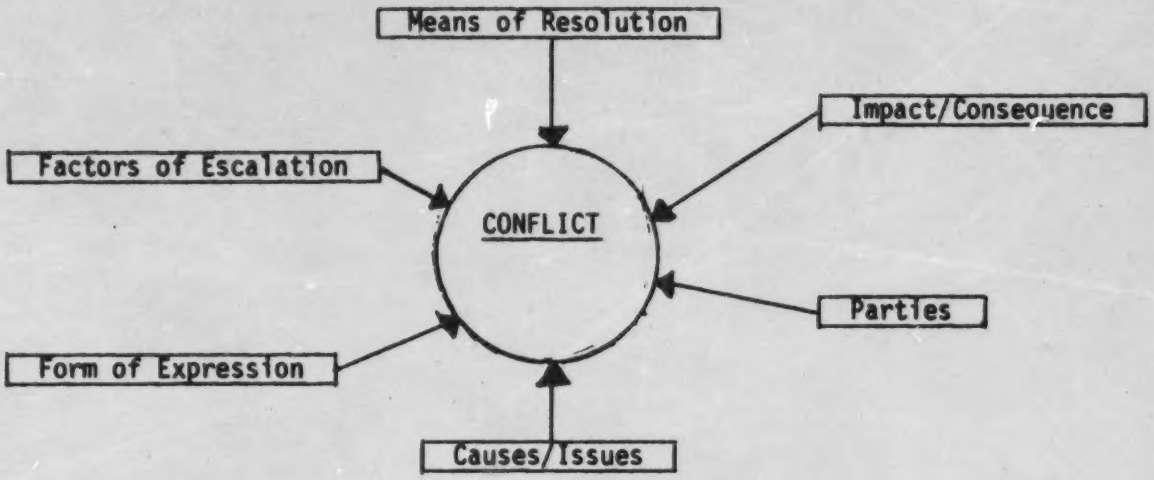
1. You do not have to deal with conflict - or any other universal concept - every single class period.

2. You should mention the label as infrequently as possible - hearing the words too often can have a negative effect.

3. Use the guide to find topics which lend themselves most readily to teaching a particular concept. This will help you avoid bending the subject matter to fit a concept. It will also reduce preparation time and the need for outside materials.

4. Draw on the other areas of experience as much as possible - life experiences, well-known news events, television programming, things that are going on in the students' other subjects, especially language arts and sciences.

5. While an important goal of these guides is to develop a better sense of the total world environment, you will find that much of the learning focuses on the concept without trying to stretch it to global implications. This approach is important: if concept is to work, the students must gain experience in as many different settings as possible - including their personal lives and their immediate surroundings as well as national and worldwide concerns.



General Objectives for Upper Elementary Grades 4 - 6

Student should:

1. Understand reasons for conflicts within and between national groups.
2. Be able to evaluate a variety of ways of resolving conflict in different settings.
3. Be able to recognize cultural differences as an underlying reason for some conflicts.
4. Prefer nonviolent solutions to conflict situations.
5. Understand ways in which environmental problems involve all the world's people.
6. Understand the relationship between cultural change and conflict.

LESSON I Role Play

Level 6 Inquiring About Technology
Unit 3 Becoming Modern
Day Culminating Activity for days 9-14
Teacher's Guide pages 70-76

Materials:

Data Masters 7, 8, 9, and 10

Procedure:

Day 12

1. Before lesson begins, divide calss into three groups:
   a. legislators
   b. group in favor of new factory legislation
   c. group against new factory legislation
2. Each group is to prepare for role-playing by reading the appropriate Data Masters, being careful not to show the information to the other groups.
3. Legislators should make a list of what they would like in the new law.

Day 13

1. Entire class period and possibly ½ of Day 14 will be used for Role-play activity.

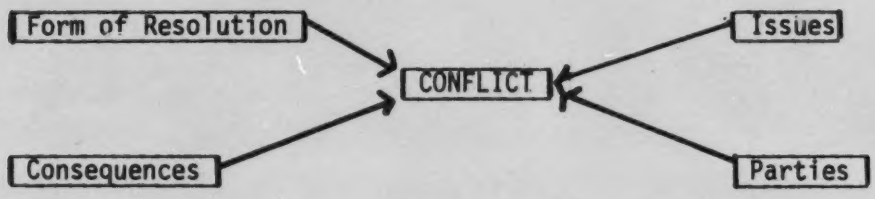
Day 14

1. Complete role-play activity.
2. Legislators make-up law which will reflect a compromise between two positions.

Day 15 (Discuss the conflict using conflict diagram - put on board)

1. Students will be able to state who were the parties in the conflict.
2. Students will be able to state what issues were involved.
3. Students will be able to state what was the form of resolution.
4. Students will be able to state the consequences of the new law.

Conflict Diagram



Role-Play Activity

Group for new factory legislation:

Data Master 7: A Father Testifies About Child Labor

Q. During the busy period, at what time in the morning did the girls go to the mills?
A. For about six weeks, they worked from three o'clock in the morning to ten at night.
Q. How much time was allowed for resting or eating during these nineteen hours of work?
A. Fifteen minutes for breakfast, thirty minutes for dinner, and fifteen minutes for drinking.
Q. Did they spend any of that time cleaning the machines?
A. They generally had to do what they call "dry down." Sometimes this took all of their breakfast or drinking time. They had to eat in the time left or eat at home.
Q. Did you have difficulty in awakening your children for work?
A. Yes, we had to shake them awake.
Q. What would have happened to them if they had been a little late?
A. They would have lost a quarter of an hour if they were five minutes late.
Q. How much sleep did they get at night?
A. We got them to bed at eleven o'clock and me or my wife got up at two o'clock in the morning to dress them.
Q. How long did this busy period last?
A. About six weeks.
Q. Were the usual work hours from six in the morning to half past eight at night with the same time for food?
A. Yes.
Q. Were the children very tired from this work?
A. Many times we cried when they fell asleep with the little food we had to give them in their mouths and we had to shake them.
Q. Have any of them had any accidents at work?
A. Yes, my oldest daughter did when she first went there. She used to clean fibers from the frames when they were running. She agreed to do one of the other girl's work to learn more about it. The overlooker came by and said, "Ann, what are you doing?" Ann told him and he said, "Drop it this minute." The cog caught her second finger. It broke off below the knuckle and Ann was in Leeds Infirmary for five weeks.
Q. Did she loose her finger?
A. It was cut off at the second joint.
Q. Was she paid during that time?
A. The wages stopped when the accident happened.
Q. What was their pay for the usual work hours?
A. Three shillings a week.
Q. What was their pay during the busy period?
A. Three shillings and seven pence.
Q. For all that extra work they got only seven pence additional pay?
A. Yes.
Q. Could your children sit down at all at work?
A. No, whether there was work to do or not, they had to keep moving until they had work to do.
Q. During the busy period, could they have worked a shorter number of hours by taking only the three shillings?
A. No. Either they worked the long hours or were fired.

Q. Have any of your children ever been whipped at work?

A. Yes, because the girls were so tired, the strap was often used. Once I asked Ann, my oldest daughter, why she had been whipped across the shoulders. She asked me not to go to the overlooker about it, and I agreed if she would tell me the truth. Ann said she was cleaning the fibers from the frames, and the girl she was teaching was holding the side up. The overlooker ordered them to stop, but Ann did not. He took the strap and beat her between the shoulders.

Role-Play Activity

Group for new factory legislation:

Data Master 8: Robert Owen Proposses a Factory Act

Robert Owen believed that employers had a duty to treat their employees fairly. At his mill in Scotland, he provided his workers with comfortable homers to live in, shops where they could buy good products at fair prices, and schools for their children. No child under ten was allowed to work in his factory. He paid higher wages than anyone else, and when his mill was shut down for four months because of a shortage of raw cotton, he continued to pay his workers. Despite high wages and short hours, his company made money.

Owen wanted laws passed to protect all factory workers. He appeared before a committee of Parliament and proposed that no one under ten years should be allowed to work in a factory. He also proposed a maximum working day of twelve hours, including one and a half hours for meals. He drew on his own experiences as a factory owner for evidence to support his views.

When testifying before the committee he was asked what advantages he expected from his proposals. He replied, "A gread improvement in the workers' health, both young and old; a great improvement in the education of the new generation; a decline in the rate of the country's poverty." He was then questioned about the econimic effects of shorter hours on the cotton trade. He said his own experience showed that shorter hours had not caused a fall in output, because the moral and physical well-being of the workers had improved. He did not agree that too much free time caused the workers to become lazy and immoral. On the contraty, he felt that bettwe work conditions resulted in better work.

Role-Play Activity

Group for new factory legislation:

Data Master 9: A Parliamentary Speech for Factory Legislation

Lord Ashley

"Three hundred millowners from Yorkshire have signed a petition asking that the workday be shortened to ten hours. Sir, the present work system must be checked. It is disturbing the rights of workingmen and the natural order of things. Men are being thrown out of workshops, and women are replacing them. The women leave their domestic duties and work for half the wages men would get to support their families. This is a wasteful system. Houses and children are deserted; wives do nothing for their husbands and families. These women do not cook, wash, mend clothing, or take care of their infants. Out of their small earnings, they pay to have the household chores done by others who do not do them as well as the wives could. The fate of such households is discomfort, dirt, ignorance, and carelessness. The present system is ruining the order, virtue, and happiness of family life."

Role-Play Activity

Legislators' Group:

Data Master 10: Parliamentary Speeches Against Factory Legislation

Right Hon. Sir J. R. G. Graham

Sir, none of my duties in this House has been more painful and more necessary than this one. My noble friend has just ended a brilliant speech proposing shorter working hours. He feels this motion is just and merciful. I, on the other hand, disagree, and I must oppose the motion.

The noble lord has said it is time to take the axe to the root of the tree. Does he speak of the tree of this country's commercial greatness? Although some of the fruits of the tree may be bitter, on the whole it has produced the wealth and prosperity of Great Britain. It is the tree which makes this nation one of the most civilized and powerful nations on the face of the globe.

My noble friend does not wish to enter into the commercial part of the question. But if I can show that shorter working hours will result in lower pay, then I say, this is one of the most doubtful questions before Parliament. The branches of manufacturing affected by this bill depend on machinery. Improvements are made with such speed that machines are out of date in ten or twelve years. Competition forces manufacturers to change sound machinery. These alterations cost money and take work time. You are now discussing whether to shorten the period of time in which the cost of this machinery can be replaced.

In the close race with foreign competition, consider what effects the shorter workday would have on the manufacturers. I have been informed that such a step would be fatal. But that would not be the first bad effect. Forced by your legislation, the manufacturer will lower the wages of his workers. With the permission of the House I will read a passage from a report made by the inspector of factories, Mr. Horner: "I have estimated that unless the millowner can sell his goods at a higher price, he must lower wages or give up his trade. An eleven-hour day would lower wages 13 percent. And a ten-hour day would mean a 25 percent pay cut." I believe this report is perfectly accurate.

The question is do we let wages fall 25 percent? If we adopt the motion of my noble friend, that will be the result.

Mr. J. Bright

Being closely connected with the textile industry and having lived all my life among people most interested in this bill, I think I am entitled to be heard. The House should have been given some reason for the promotion of a new Factory Bill. It is not fair to say that the old bill has failed. When that bill was passed, anyone knowing about factories in the North knew it could not be fully carried out. No act of Parliament

can ever be fully carried out in such a large trade that employs so many people in such different circumstances.

The manufacturing districts of this country are no paradise. There are great and serious evils in those districts, but these are not due to the existence of factories. Every complaint made against the manufacturing districts can also be made against the poorest portion of the population in every large city in Great Britain and Ireland.

With respect to the health of persons employed in the factories, the inspecting surgeon for Preston says: "I find that no child loses more than four days a year because of sickness. This includes disorders of every kind, and for the most part are wholly unconnected with factory work. I have been surprised to find that very little sickness can be blamed on mill work. I have met with very few children who have been injured by machinery. Especially in the new factories, protection is now so complete that I believe accidents will quickly become rare. Out of the 1,656 children I examined, I have not seen a single case of deformity due to factory work. I will admit that factory children do not look as healthy as children who work in the open air; but I wonder if they are not more immune to serious disease and suffer less sickness than those who are said to have more healthy jobs."

I have taken the following testimony from the factory inspector's report: "Not one complaint has been presented to me, either by a master against his servant or a servant against his master. I have seen or heard of no instances of ill-treatment of children. Since their work in the mills is so light as to cause no tiredness, eight hours in the factory is as useful as the same amount of time spent at home, and in most cases, far more so."

I admit there are serious evils and much unhappiness in the manufacturing districts. Many people are still out of work, and in many branches of trade wages are low. Until now manufacturers have not had a fair chance. You have interfered with their natural progress; you have crippled them with regulations; you have taxed them for public funds. At your hands, they have never received a fair dealing.

The man who promoted this bill has not shown how a ten-hour workday will help the people earn more food. The people want freedom for the industry. Give the people freedom to work, a world market for their goods, and the power to live comfortably. Only in this way will they become wise enough to change their own working conditions so that life will be less of a burden and more of an enjoyment.

LESSON II Conflicting Attitudes

Level 6 Inquiring About Technology
Unit 3 Becoming Modern
Day 22 Conflicting Attitudes: An Unhappy Marriage
Time Approximately 40 min.
Teacher's Guide pages 91-92

Materials:
Recording 9: An Unhappy Marriage - 10 min.

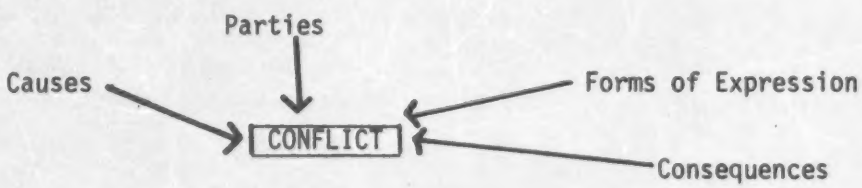
Prodecure:

1. Prior to the class, select 4 students for the role-play activity- new wife, husband, mother-in-law, go-between - have the four students listen to the tape in preparation for role-playing it to the class.
2. Play recording 9 for class and have the 4 students role-play the activity.

Debrief Lesson:

1. Place conflict diagram on board.
2. Break class into small groups - each group will:
   a. Identify conflict or problem.
   b. Identify the causes of the conflict.
   c. Identify the parties involved.
   d. Identify how the conflict was expressed.
   e. How was the conflict resolved?
   f. Can they think of any better solutions?
3. Full class discussion using conflict diagram.
   a. Can they think of any other type of conflict?
   b. Can they think of any other causes that bring about conflict?
   c. Can they think of any other ways that conflict can be expressed?
   d. Can they think of any other consequences that could come from a conflict?

Conflict Diagram



LESSON III "Clean Air for Everyone"

Level 6 Inquiring About Technology
Unit 9 Technology: Porblems and Solutions
Day 10 Clean Air for Everyone
Teacher's Guide pages 243-245

Materials:

1. Recording 29: Clean Air for Everyone
2. Textbook page 265

Procedure:

1. Select 3 students for the role-play activity - a mojor, a physician, a factory owner
2. Listen to Recording 29 and refer to picture in text page 265.
3. Role-play Activity - teacher defines role for each student - see Teacher's Guide page 245.

Debrief Role-Play Activity

1. Who was involved in the conflict?
2. What issues are raised by each party?
3. How was the conflict expressed?
4. How was the conflict resolved?
5. What effect on the people would the resolution of the conflict have?
6. What would happen if the conflict was not resolved?

As a follow-up to the Databank lesson, give the students an opportunity to check-out their ideas about resolving this conflict against the actual case (Pittsburgh). In this lesson, students have to develop a plan to resolve the Pittsburgh air pollution problem.

see Unit 9, Day 14 and 15.

LESSON IV Galactica II

Level 6

Role-play Activity - Simulation

Materials:

None

Procedure:

1. Divide class into 3 groups - each group to be sub-divided into Cylons and Colonial Forces.

2. Cylons and Colonial Forces in each group will interact to choose a conflict situation and then role-play to class. i.e.: Cylons have invaded the planet Merconite to destroy the computer system that monitors the Colonial Forces' movements.

Debrief Role-Play

Class is responsible for:

1. Identifying the parties involved.
2. Identifying the conflict.
3. Identifying how the conflict was expressed.
4. Identifying how the conflict was resolved.
5. Discussing what the consequences might be.

INTERDEPENDENCE IN THE K-12 CURRICULUM

Interdependence means simply *mutual dependence* - parts of a whole depending on each other. The significant thing about this simple definition is that it describes one of the basic and important features of the world we live in. When we talk about such things as the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves living in huge global webs, although awareness often comes only when some sudden jolt in one of the strands - like the Energy Crisis - reverberates through all the others.

The forces at work creating this village environment are not hard to find - the continuing innovations in technology, mass communications, and high-speed transportation working on such tendencies as the urge of business to expand, the scattering and overuse of scarce resources, the desire of the have-nots to have something, the uncontrolled growth of population, and the age-old belief in fighting for what one wants. Taken together, all these elements magnify our Spaceship proximity, making us inescapable partners with our fellow passengers.

Actually, there are probably few of us who want to be neighbors with four billion other humans. Tribalism developed long before tele-communications, and we have always been suspicious of anyone from outside the village limits. But now suddenly the borders between villages have become blurred.

Being tied so closely to others does not necessarily mean that a sense of world community is the inevitable outcome. But this is the mistake our texts so often make. We teach children how communities depend on each other, how different regions of the nations are interdependent, and occasionally, that these interdependent strands (at least economic ones) stretch to the coconut groves of the South Pacific, the oil fields of the Middle East, or the manufacturing centers of Japan. The student, if he or she is encouraged to think in global terms, sees an extension of local voluntary inderdependence - like the friendly farmer producing food for the city workers.

Unfortunately, global interdependence is considerably more complex than mutual dependence within a nation or region. Intervening variables such as nationalism, racism, ethnocentrism, and the lack of accepted rules make the equations untidy. In fact, contact may create just the opposite of increased understanding, despite acknowledged common ties. Indeed, the most violent of wars have always been those which involved people who had common ties.

A major goal of education, therefore, must be to help students understand the ambiguities of global interdependence. There are parallels in the way interdependence operates at all levels from the nuclear family to the world family. Interdependence, at each of these levels, contains the potential for integration but also for conflict. The enormous task we face, then, is to help young people understand exactly what interdependence is and what factors can be fostered to maximize its potential for good.

MAJOR OBJECTIVES IN TEACHING ABOUT INTERDEPENDENCE, K-12

1. To increase students' awareness of the forces creating global interdependence.

   a. The continuing revolutions in industrialization, transportation, communication

   b. The problems which bind us, such as population pressures, gaps between rich and poor, the uneven distribution of goods and scarce resources, the need to control violence.

2. To increase students' understanding of the ways in which global interdependence influences the lives of the individuals, families, communities, and nations.

3. To increase students' acceptance of the idea that interdependence can create new problems as well as the potential for a better life.

4. To help students explore some of the factors which make it difficult to live within our "webs of interdependence";

   examples: Tribalism (including nationalism)

   egocentrism and ethnocentrism

   increased competition for scarce resources.

5. To help students develop the tools needed to analyze the various systems and subsystems which make up the global webs - economic systems, political systems, ecosystems, etc.

LESSON I "Terra II"

Level 6 Inquiring About Technology
Unit This simulation should occur as a culminating activity to the program. It requires the cooperation of a science teacher in order to develop the simulation.

The following game consists of a teacher's guide, two science activities on water pollution, a scenario for students to read, and a set of role cards.

PERFORMANCE OBJECTIVES

Children will

1. use a simulated setting to describe what happens when part of a system breaks down.
2. hypothesize (make guesses) about the consequences of trying to correct the malfunction.
3. demonstrate cooperation by working in groups to solve problems.
4. use two science experiments to demonstrate how damage to one part of a system affects other parts.
5. draw inferences about how the spaceship simulation is like Planet Earth.
6. state consequences of damage to one of Earth's life support systems.

PROCEDURE

NOTE: The number of copies needed, as indicated in parentheses, is based on a class of 25 children. If the class is larger, assign additional Second Class Passenger roles; if smaller, assign fewer First Class Passenger roles. It is important that there are almost twice as many Second Class as there are First Class Passengers.

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Lesson One

(approximately two hours—may be divided into two parts; Steps 1, 2, and 3; and Steps 4 and 5)

STEP 1: Before starting the game, be sure students know what a system is. You may want to use the water faucet exercise included with these lessons.

STEP 2: TERRA II—THE SETTING FOR THE STORY (5–10 minutes, 25 copies)

Distribute one thermal copy to each student, together with a picture of the spaceship (or project a transparency of the spaceship).

STEP 3: INDIVIDUAL ROLES (5 minutes)

Distribute one role to each child. Allow children to form into groups according to roles assigned and let them read their parts.

a) "Crew" (5 copies). Write on each sheet one of the following roles: Captain, Navigator, Chief Cook, Food Rations Officer, Hydroponics Engineer.
b) "Technicians" (5 copies). Write on each sheet one of the following roles: Doctor, Pharmacist, Nurse, Scientist, Electrical Engineer.
c) "Shopkeepers" (4 copies). Write on each sheet one of the following roles: Movie Theater Manager, Game Room Manager, Top O' Space Manager, Clothing Supplier.
d) "First Class Passengers" (4 copies)
e) "Second Class Passengers" (7 copies)

STEP 4: DAY 300 ON TERRA II (20–30 minutes; 5 copies, 1 to each group; or 25 copies, 1 to each child)

Distribute sheets. Children should separate into groups, read material, and begin discussion and interaction as prescribed on their sheets. If any group seems to be lagging, you may circulate using the information below for *clue* questions or comments to stimulate further thought or inquiry on their parts.

GUIDE FOR GROUP DISCUSSION—SYSTEMS

Direct Functions of the Water System:

—keeps the temperature at the proper level for humans
—keeps the temperature at right level for plant life
—keeps air purified for breathing
—keeps plants at proper moisture level for growing
—is used by humans for drinking
—is used in preparation of some foods
—is used for hygienic purposes, bathing, etc.
—is used for luxury items such as in Top O' Space Shop
—is used for freezing and refrigeration units to keep food from spoilage and medical and other supplies intact

Indirect Functions of the Water System:

—helps maintain normal oxygen supply through plant support system
—helps maintain basic food supply through plant growth
—helps maintain general health through temperature control
—helps maintain its own temperature through cooling air system
—helps maintain cooling of electrical and other engine systems

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When groups seem to have carried discussion as far as they are able, call a meeting—Step 5.

STEP 5: FIRST SPACE COUNCIL MEETING (30–40 minutes)
Select four children, each to list on the chalkboard the items discussed under one of the four categories of problems. Each group should then have an opportunity to mention everything raised in that group relating to "Food Supply," then to "Air Supply," "Temperature," and "Other Living Conditions," so that the discussion rotates equitably among the children. Every time a problem is repeated by another group, the student at the board should make a check mark next to the item. This process allows a sharing of the small group's ideas and also brings out the larger and more important issues. Allow the children to react to each other's views at any time. Note which problems are repeated. Why? Note which systems are most affected by water loss. Encourage, through questions and comments, as much discussion as possible of *systems* and the *interdependence* of systems on the spaceship.

Lesson 2

(approximately two hours—may be divided into three steps)

STEP 1: SCIENCE ACTIVITY D—SYSTEM POLLUTION (30–40 minutes)
Do prior to continuing the simulation. Science Activity E is an optional extension of D.

STEP 2: DAY 301 ON TERRA II (30–40 minutes; 5 copies, 1 to each group)
Distribute sheets. Children again separate into groups, read the material, and proceed as directed. The information below may assist you in helping individual groups analyze some of the problems that would arise from the solutions suggested. It is by no means exhaustive, and children will probably anticipate many other problems which are valid. Use in small groups as questions.

GUIDE FOR GROUP DISCUSSION—SOLUTIONS

Solution 1: Grow fewer plants—reduce the water supply for the "Jungle."
PROBLEMS: This would directly affect the food supply. It would affect the air supply, since recycling of oxygen depends on this system. The "Jungle" is an essential part of the closed ecological system and to tamper with it would be much too dangerous.

Solution 2: Cut down the temperature on half the spaceship.
PROBLEMS: Close down what areas? If you close the First Class space, how will those passengers feel? Where will you put them? If into Second Class, it will produce crowding, and what effects will that produce? Can the Crew areas be closed? The "Jungle" has already been eliminated. If you close down the shops, since these are not essential for survival, how will the shopkeepers react? (See end of simulation for related activities—analogies to use of resources for nonessential purposes.) If you close down recreation areas, how will people spend their leisure time? Will this affect them psychologically? (How about you? How would you feel spending 24 hours a day, being anxious or worried and having little or nothing to do with your time?)

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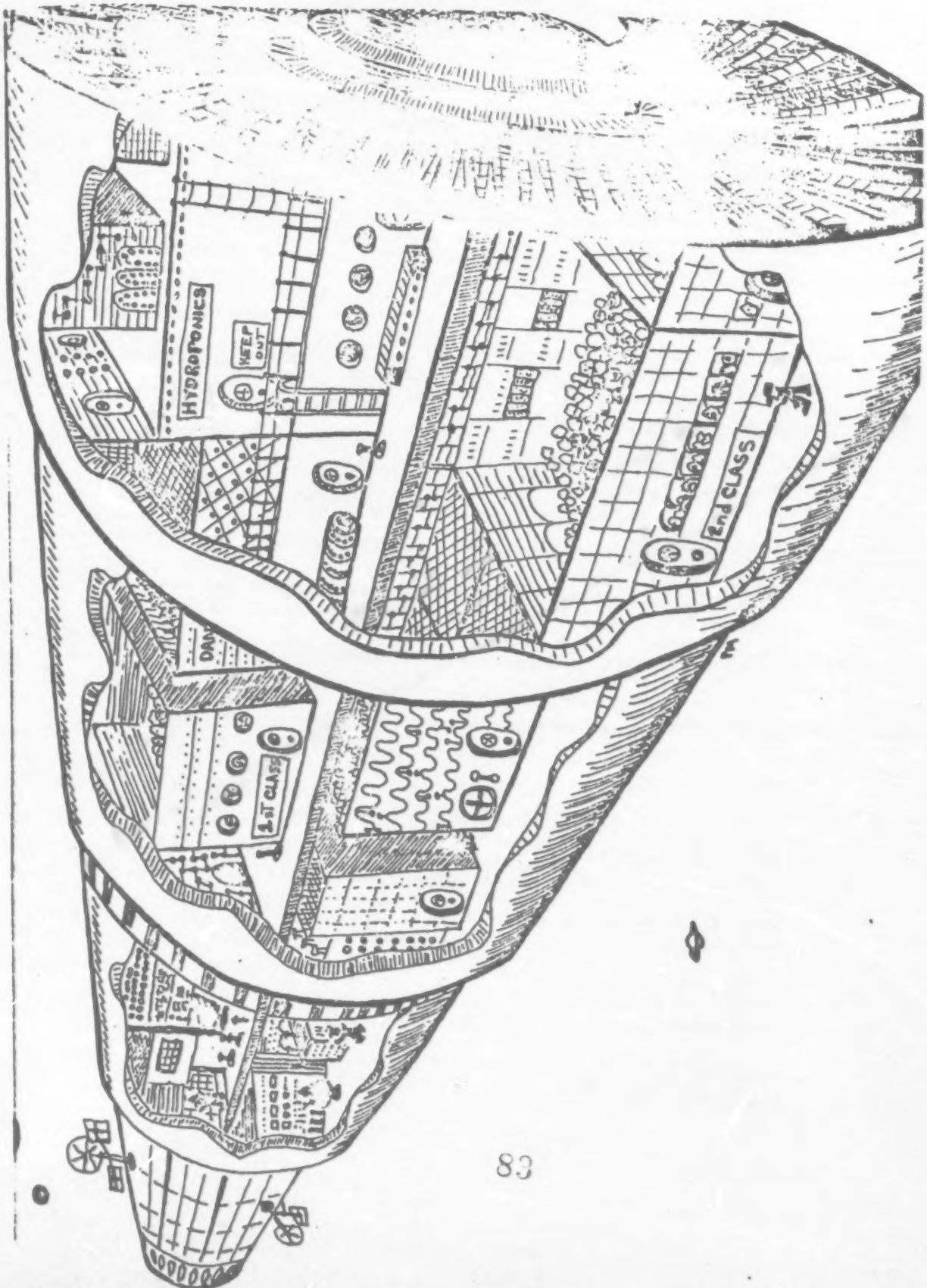

(Grade 6)

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Solution 3: Reduce temperature to 50° over entire ship and keep everything open and running.

PROBLEMS: How long can people be comfortable at this temperature and continue to function normally? Will this eventually affect the general health of people? Of plant life? Can the crew perform its duties well under this reduced temperature? (Make a separate investigation into what is tolerable for the human body; compare with the usual temperature of about 70° maintained in homes during winter.)

Solution 4: Ration the water supply for drinking, bathing, washing, eating.

PROBLEMS: How will this affect the well-being of passengers? Could it in any way affect health? Are any of the above uses more essential than the others? Could the rationing allowances be different for crew, technicians, or passengers, according to their importance on ship? If so, how can unequal distribution of water be arranged? Who makes the decision? How will each group react to rationing on such a basis?

Solution 5: Passenger's own solutions.

Most of these will probably result in the above kinds of problems, and in the same way. These can be discussed in the Second Space Council Meeting.

STEP 3: SECOND SPACE COUNCIL MEETING (30–40 minutes)

Call the group together again to report their findings. Start with Solution #1. Ask a student to go to the chalkboard to keep notes as each of the five groups reports its comments on this solution. Continue having a different child list in another column on the board the five groups' comments on Solution #2, and so on through the four suggested solutions. A fifth column can then be set up to look at the other proposed solutions which the children themselves have identified. Do these solutions, too, have problems? Encourage groups to react to them. How are these different from the first four solutions offered? Can you deal with any part (or system) without affecting the other parts (or systems)? Can you deal with any system without affecting man? Note both the direct and the indirect damaging effects.

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D. Pollution of a System. (To be used prior to lesson 2.)

CONCEPT: All parts of a system are connected; if you damage one part, you damage the whole system.

ITEMS NEEDED: A quart jar filled with clean water; masking tape or a large permanent marker; a small glass of colored water (use tempera or other opaque agent rather than clear food coloring); a spoon or eye dropper; a wall map or globe.

Step 1: Set the jar high enough so that all the class can see it. Place masking tape or make a very visible line with the marker about 1" below the top water level of the jar. Ask a child to begin dropping the "polluted" colored water into the jar slowly with the spoon or dropper. Caution him to pollute *only as far down as the tape or mark*—DO NOT pollute below tape.

Step 2: As the children watch, ask: Can it be done? What is happening? What about the water in a stream? In a river? In an ocean?

Step 3: Do Science Activity E at this point; if a relief map is not available, then proceed as follows:

Step 4: Have a child go to a map or globe and find as many bodies of water as he wishes—at least 4 or 5. Name them. Trace them to see if they are connected to each other. Are they parts of a larger system? What is that system? As a system, are they interdependent on each other? Are they like the water in the jar? What is the effect of pollution in any part of this water system?

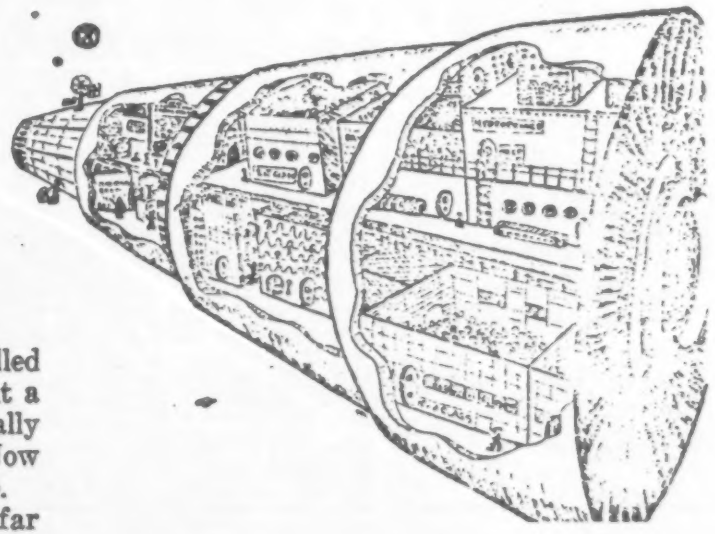
E. Pollution of the Earth's Water System. (Optional activity, an extension of Science Activity D.)

CONCEPT: The water system of the earth is one unified system; damage to any part ultimately damages the whole system.

ITEMS NEEDED: A relief map of any size or kind (the most easily manageable for a large group demonstration is a 24" x 36" world map, but smaller local ones will do); a quart jar of clear water; an eye dropper or spoon; a glass of colored water (as in D); and paper towels for clean-up.

Step 1: Have the children gather around the table holding the map. One child pours clean water onto the map base so that the world's water areas are mostly covered. Another child selects any small body of water on the map and tries to pollute *just* that area with the eye dropper or spoon, using colored water. Continue the addition of the pollutant a little at a time, until it runs into connecting bodies of water and eventually into the ocean. Then follow with questions in Step 4 of Science Activity D.

Terra II—A Setting for the Story



You and 100 others are on a huge spaceship called "Terra II." About ten months ago you looked out a porthole and saw Earth for the last time. It really looked small then—about the size of the moon. Now you can't even see it, for you are far out in space.

Earth and all the planets are far behind—too far behind to be of any help. Terra II has to solve all its own problems. But it's a good ship, made to take care of itself. Terra II is a wonderful experiment—the largest ship people have ever seen or known. Scientists believe that people can live on a spaceship for a long time and be healthy and happy. They hope that the supplies of air, water, and food will never be used up; these things are "recycled"—which means they can be used over and over again. The green plants on the ship recycle the air after people have breathed it. Other plants are eaten as food. Wastes are recycled to feed the plants. Terra II is a self-supporting small world in space.

But can Terra II really support itself and keep you healthy and happy? Experts say it depends on how the ship is run. You are one of those who decide how the ship is run, for you are a member of the Space Council—the elected government of the people on board. Of course you want the ship to succeed anyway. After all, you are out in space, and your life depends on the ship!

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All Systems Go

Terra II is a big system made up of many smaller systems. One is the plant system. This is a large space filled with gigantic plants growing in water and chemicals instead of soil—a process that scientists call "hydroponics." The crew calls this the "Jungle" because everything is large and green. The temperature must be just right and the amount of water flowing into the system watched very carefully so the plants stay healthy and grow at super speed. The "Jungle" is quite important to the spaceship for two reasons: (1) it supplies continuous food for everyone, and (2) the plants turn carbon dioxide back into oxygen to help recycle air on the ship.

Another important system is the weather system. This keeps the temperature just right for human and plant life on the ship. It also cools the machinery and refrigerates food and other supplies. The crew calls this system the "Teapot," because it steams and whistles like a boiling teapot if something goes wrong with the temperature or moisture in the air. Of course, you don't have to worry about rain or snow on Terra II, but you certainly don't want to be living in 30° or 110° temperatures. And neither do the plants in the "Jungle!"

The "Teapot" circulates air and water all over the ship through sets of pipes. The air keeps the water at the right temperature, and the water flow heats or cools the air as needed. Water filters in the system purify air as it moves around the ship. There are valves and thermometers attached to the pipes to measure the temperature and moisture. If there is too much change, a whistle blows and a light flashes on a computer showing where the trouble is so the crew can check it out.

There are two levels on the spaceship. On one level are the crew, the technicians, and a few passengers. The rest of the passengers are on the second level. You have brought the basic necessary clothing for this trip. But there are also shops where you can buy things, a movie theater, and a game room for recreation. These are located on Level Two. Much of the food you eat is condensed, like instant food, and needs water added to it. On Level One is the Top O' Space Shop, a special eating place which has all kinds of special treats for sale. The refrigeration units and the "Jungle" are both located on Level One also.

You will be given a sheet which says who you are on this ship. Everything you think about and do should be based on being that person. Keep this paper since you may need it later for some research—just in case anything happens and the Space Council has to meet.

Day 300 on Terra II

Three hundred days have gone by since you left earth. Living on a spaceship is great! The food is good; people are friendly; it's like living in a little town. But—this morning an emergency was declared! The Captain has called a special meeting of the Space Council for today. Water pollution! One of the tanks that recycles the water overloaded and broke down. Before the alarm went off on the "Teapot" and the crew could get in to shut off the tank, some polluted water was forced through the filter into the rest of the clean water. They don't know how much polluted water got through. It is being checked now. The big problem for the moment is that 15% of the ship's water is in that broken tank and cannot be used unless it can be purified and recycled. There is a water shortage. Water cannot be used at the regular rate.

Of course, everyone on the ship is worried. The Space Council is going to try to figure out what problems this may cause. Before the meeting, the Captain is asking you to talk about all the things on the ship that may be harmed by this water shortage—everything you can think of that needs water to work or live properly. In one way or another, all your lives may be at stake!

Meet with the others in your group. Choose someone to write down the ideas you have. Use the other side of this sheet and list them under the four headings given. Take time for everyone in your group to add something to the list.

Day 301 on Terra II

The Space Council meeting has shown that many systems are endangered by the water loss. There is still enough water to keep the ship going, but the water cannot be used in regular fashion. Something has to be cut down. The Captain has given you a list of possible solutions (other side of this page).

Everybody on the ship is involved, and he wants you to look at these solutions and decide what should be done. Look at each solution and think about any problems it might cause. List these in the column called "Problems." You have plenty of time to think these over. Compare all the solutions and see if some are better than others. If so, why? Compare the problems each solution might cause; see if they are different from each other.

The Captain feels that you may have other good solutions besides those he listed. If so, add them to the list. Be sure to consider whether they may cause problems, too.

(Grade 6)

C-28

POSSIBLE SOLUTIONS	PROBLEMS
1) Grow fewer plants. Reduce the water supply for the "Jungle."	
2) Cut down the load on the "Teapot" by completely closing off a third of the spaceship. (Choose which parts of the ship should be closed up.)	
3) Reduce the temperature to 50° all over the ship and keep all parts of Terra II operating.	
4) Cut down and ration water supply for drinking, bathing, eating, washing. Different rations are possible for crew, technicians, and passengers.	
5) Your solution.	

EFFECTS OF WATER SHORTAGE

On Food Supply	On Air Supply	On Temperature	On Other Living Conditions

ROLE OF FIRST CLASS PASSENGER

You are traveling on this spaceship as a passenger, but a special one. You are quite rich, have paid well for your space, and have living quarters that are large and very comfortable on Level I. The Top O' Space Shop on Level I is a place you go often to enjoy special food treats. The recreation room, movie theater, and other shops are located in the Second Class area on Level II. You are free to go there any time and as often as you wish. The passengers in Second Class, however, are only allowed to come to the Top O' Space Shop once a day.

ROLE OF SECOND CLASS PASSENGER

You are traveling on this spaceship as a passenger. Your living quarters are on Level II where most other passengers also live. You do not have much money for special treats but enough to go to the movie and game rooms which are on your level. The First Class Passengers have paid a much higher rate to be on Level One, where it is not nearly as crowded. They can come down to the movie theater and game rooms any time. You are allowed to go once a day to Top O' Space Shop for food treats.

ROLE OF SHOPKEEPER Your Special job is.....

You have come aboard this spaceship for one main reason—to make money. There are several private shops on the spaceship to provide the crew and passengers special things not usually found on a spaceship. Since this is an experiment for a long period, these and leisure entertainment were included in the spaceship. You are anxious for people to keep wanting the things you have to sell.

ROLE OF TECHNICIAN Your special job is.....

You are on Terra II to do research. Although you are not a regular member of the crew, you would help out if a problem came up. You live in the First Class Level but may go to Second Class any time you wish.

ROLE OF CREW Your special job is.....

As a member of the crew you have a special responsibility to everyone on this spaceship. You have to do your job to keep the ship going. Whatever happens on board, you are one of the people who makes sure that things are in working order. You see that passengers live a comfortable life during this trip and feel "at home." It is up to you to see that the ship's systems run well. The crew takes care of food, air, water, and other essential parts of the ship. You are free to go anywhere on the spaceship at any time.

LESSON II Assembly Line Simulation

Level 6 Inquiring About Technology
Unit 3 Becoming Modern
After Day 14

Objectives:

1. Students will use a simple simulation to compare assembly-line work with that of individual craftsmen.
2. Students will evaluate the advantages and disadvantages of an assembly-line system.
3. Students will draw inferences about the need for assembly-line production.

Material:

Drawing paper.

Procedure:

1. Divide the class into groups of twelve, leaving a few students out. Seat the students in rows or semicircles of twelve desks each. Every student will take on the role of a worker on the line with a specialized task to perform.

2. Choose a product you can draw easily, such as an automobile. Divide the drawing of the product into twelve reproducible parts. Draw and number each part on the board, then assign the students corresponding numbers. This, the first student may do the chassis, the second the right front fender, etc. Hand the first worker in each line 25 sheets of paper. He draws his part on each sheet, then hands it to the worker next to him. The product grows as it moves down the line. It is importnat that everyone try to draw his part according to the pattern on the board every time. No creativity allowed.

3. Those students not on the assembly lines may create their own car drawings. They work as individual craftsmen. Have them start at the same time as the assembly-line students.

4. When the "work" of the lines is finished, collect all models. Discuss how and why the work of the assembly lines is different from that of the individual craftsmen. Ask what the advantages and disadvantages of the assembly line method seem to be. What special benefits and problems arose just from being more interdependent? (More cars are produced, there's a chance for good team spirit; one slow worker can hold up the others, not everyone gets an equally interesting job, etc.)

5. Finally, talk about how similar your classroom experiment is to actual production of a car. What factors made the assembly line a necessity for producing some items? What suggestions arise from your experiment for making the assembly line a more efficient or pleasant exercise in interdependence?

COMMUNICATION IN THE K-12 CURRICULUM

We will be using the term *communication* in its broadest sense - it encompasses the many ways of sending and receiving messages between people, as well as learning to deal more effectively with the various forms of mass media. The latter, for example, would include distinguishing fact from opinion, identifying hidden messages, and analyzing the influence of the media on lifestyles and personal decisions.

The following is a list of some of the goals developed in this set of guides. The list is not definitive or final. You will probably discover that other goals are also being met and, of course, you may not be working toward all of these at a given grade level. It is important to keep in mind that our basic aim is to provide students with a beginning mental image of what is involved in the word communication. Only in this way can we avoid the all-too-common situation in which students create their own mental image which turns out to be distorted or inadequate and thus fails to aid them in processing information.

Through experience, the student will gradually add to and modify his or her idea of communication. This will be achieved by applying the concept in increasingly sophisticated ways to a wide variety of subject matter. Thus, the overarching goal is to learn to use this concept as one more tool for making sense out of the world around one.

GOALS OF LESSONS FOCUSING ON COMMUNICATION

Students will:

1. recognize that communication includes not only language and artistic expression, but also appearances and behavior;

2. understand that clear communication involves quality as well as quantity - i.e., we can talk with friends or family members at great length and still miscommunicate;

3. perceive that the increased quantity of communication across national or cultural boundaries does not necessarily lead to understanding and acceptance;

4. gain experience in coping with such barriers to clear communication as

    - cultural differences in behavior and values,
    - misperception,
    - language differences,
    - ethnocentrism,
    - stereotyping;

5. improve skills in writing, speaking, listening, and interpreting non-verbal forms of communication;

LESSON I — Hieroglyphics

Level 6 Inquiring About Technology
Unit 2 What is Technology?
Day 8/9 Egyptian Writing
Teacher's Guide pages 32-33

Objectives:

1. The students will read about the use of pictograms, ideograms, and phonograms in communication and will be able to identify each type of symbol.

2. Students will observe how the three types of symbols apply to Egyptian hieroglyphics and will try to find the meaning of several hieroglyphics in the textbook.

Materials:

Textbook pages 22-29

Procedure:

1. Follow Teacher's Guide pages 32-33, sections: Reading, Observing, Hypothesizing.

2. Have the students try writing some brief messages in hieroglyphics.

3. Ask the students:
   a. How and why we use signs and symbols?
   b. Why we need to be able to use signs/symbols and written/spoken language to communicate clearly?

LESSON II — Cross-Cultural Communication

Level 6 Inquiring About Technology
Unit 3 Becoming Modern
After Day 25, as a culminating activity.

Objectives:

Students will, through role-playing, identify cultural barriers to understanding.

Materials:

No extra materials needed.

Procedure:

1. Select two "cultural groups" who will engage in a trading session - e.g. candy for fruit.

2. Give one group a set of values or conventions unlike those

you give the others.

Group 1 - believes in shaking hands, spreading their wares on the ground and offering items to others for trade.

Group 2 - dislikes physical contact with others and believes it is wrong to let go of trade items.

3. Keep your groups ignorant of one another's customs; have the rest of the class act as observers.

4. Bring the groups together in a brief, silent trading session. If each remains consistent with its beliefs, they will have a hard time completing the trade.

Discussion:

1. Do we know what both sides meant?

2. How well did each side communicate its customs to the other?

3. What barriers existed in this case?

4. What do you think could have been done to make the situation better?

LESSON III TV or Not TV

Level 6 Inquiring About Technology
Use at any appropriate time

Objectives:

Students will identify the information in at least one commercial and describe how it appeals to viewers.

Materials:

TV, if available - viewing can be done at home.

Procedure:

1. Watch a commercial as a class, or assign individual students to analyze commercials they expecially like or dislike.

2. Make up a simple fill-in chart for students to work with. Possible chart items are:

   a. length of commercial
   b. written and spoken messages
   c. personality of narrator/main character
   d. number and kind of scenes or pictures
   e. dramatic action (Is there a story?)

3. After data is collected, ask the students:

   a. Does the commercial tell you what you think you should know in order to make an intelligent decision on whether to buy?
   b. Does it appeal to you? Why or why not?
   c. Do you think the message is "honest" or is trying to convince you to buy something you don't want?

RESPONSE FORM

1. Do you feel that the overall format of the Concept unit was appropriate for your grade level?

2. Were the lessons appropriate for the development of each concept?

3. What additional help can the concept's task group give you?

4. What successful activity have you developed that would be of benefit in developing these concepts.

Your Name Is _____

Your School Is _____

Your Grade Level _____

:11
7/10/79

(Grade 6)

CONCEPT SEQUENCE REPORT FORM

Name: _____ Concept: _____

School: _____ Date: _____

Grade Level: _____

I. Titles of Lessons/Units:

_____

_____

_____

_____

II. Support Materials for Development:

A. Page numbers in Teacher's Guide:

_____

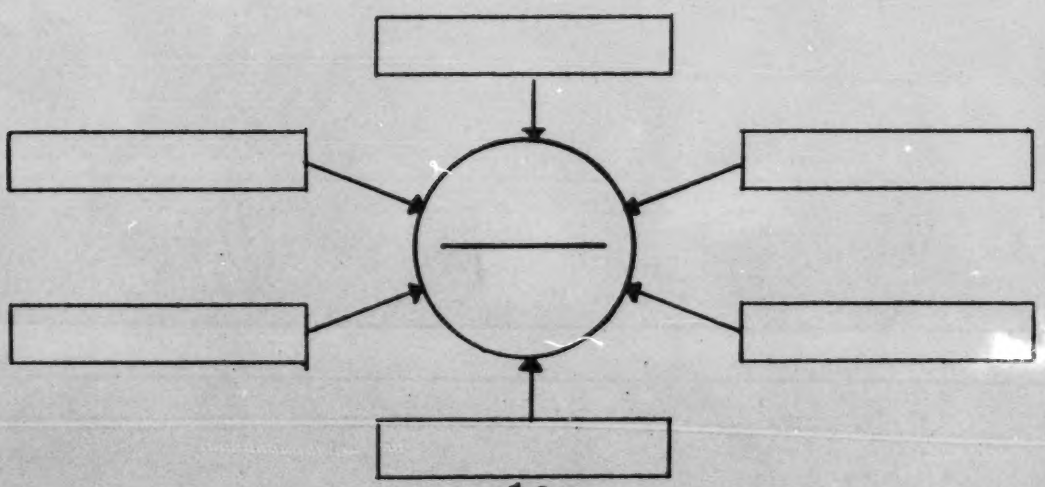
B. Type of materials used in lessons (A.V., text, picture cards)

_____

_____

III. Based on the Concept Model complete the following:

A. Please write in the particular aspects of the concept that are being developed in the lesson(s).



B. Please note what additional aspects of the concept can effectively be developed through these lessons.

_____

_____

_____

C. How adequate are the materials in developing the concept?

_____

IV. You have received a Teacher's Guide and Lesson Plans to help develop this concept in our school district.

A. Identify the pages in the Teacher's Guide and the Lesson Plan numbers that you think could be used with the text lessons.

	Teacher's Guide	Lesson Plans	Text Lesson
page #:	_____	(#)_____	(#)_____
page #:	_____	(#)_____	(#)_____
page #:	_____	(#)_____	(#)_____
page #:	_____	(#)_____	(#)_____

DISCUSSION SKILLS

INTRODUCTION

In our daily lives, few skills are used and abused more than discussion skills. Mastery of discussion skills is vital to success in almost every endeavor in our lives. Few of us, however, have had systematic training in the development of discussion skills and techniques. An examination of various curricula indicates that no plan exists for the sequential development of discussion skills. Too often we have assumed that discussion is an art with which we are born. Productive discussion requires the use of several skills which must be learned in a sequential fashion.

While we as educators must accept most of the blame for this lack of discussion skills development, it is not difficult to determine why this situation has persisted. We have not addressed ourselves to the need for the explicit and systematic teaching of discussion skills throughout the K-12 curriculum. Our study of the process of learning discussion skills indicated that a student's ability to engage in productive discussion is dependent on a variety of social skills and attitudes.

A student's ability to engage successfully in a discussion is dependent upon his ability to cope with emotions, to engage in listening empathically and affectively, and to demonstrate courteous behavior. A student must also possess a self-concept and have a willingness to contribute in order to participate in a productive discussion. Before discussion skills can be introduced, the students needs to develop the social skills needed for human interaction. Much of this work is presently being done on the primary level. By the end of the primary years, the students have begun to develop simple discussion skills and they engage in different types of discussion such as problem-solving and open-ended discussions.

It is the feeling of the Committee, however, that because of the press of other curricula demands, this elementary program of building the necessary social skills along with the systematic development of discussion skills begins to be neglected in the upper elementary grades and, for the most part, on the junior high levels. Yet, interestingly enough, teachers on the senior high level expect the student to have acquired the needed skills prior to the tenth grade.

This basically is the situation which faced our committee. Knowing full well that successful discussion requires mastery of both social as well as discussion skills, the Committee, nevertheless, decided to begin our task with what seemed to be the more manageable - the naming and describing of only those skills which we felt were the most basic to discussion and which could be developed systematically for K-12. Our list of discussion skills is not intended to be a comprehensive list; it is merely a beginning. We recognize that later it will be necessary to identify, describe and sequence the learning of social skills throughout the K-12 curriculum. That task awaits us.

Our present report includes the identification and description of eight basic discussion skills and their subskills. The identification and description of these skills was no easy task and some teachers may disagree with our choices. We will undoubtedly add certain skills as we implement the discussion skills aspect of the curriculum. In the meantime, we have suggested classroom activities which might be used to develop each of these skills, and we have made suggestions for evaluation items and techniques. In no way are these activities intended

to replace the teacher's imagination or creativity. Instead, we hope these suggestions will serve to stimulate new ideas and approaches. We will frequently consult with you as you develop more ideas and materials for teaching discussion skills. An S.O.S. form to be used to exchange suggestions, criticisms, and pleas for help is included at the end of this packet.

* Grade at which skill is introduced
--Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

SKILL BUILDING SEQUENCE	GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Getting acquainted and establishing trust	*	--	--	--	--	--	--	--	--	--	--	--	--
2. Organizing for action													
a. Maintaining order within a group.	*	--	--	--	--	--	/						
b. Introduced to roles of initiator, clarifier, summarizer, evaluator, contributor & recorder.								*	--	--	/		
c. Introduced to roles of encourager & harmonizer											*	--	/
3. Contributing to the discussion													
a. Recognizing the value of contribution	*	--	--	--	--	--	--	--	--	/			
b. Taking the responsibility to contribute	*	--	--	--	--	--	--	--	--	--	--	--	--
c. Responding to other contributions	*	--	--	--	--	--	--	--	--	--	--	--	--
1) Verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
2) Non-verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
4. Active listening													
a. Listening for a specific purpose	*	--	--	--	--	--	/						
b. Listening to perceive differences of opinion and areas of agreement					*	--	--	--	--	/			
c. Listening carefully to be able to paraphrase what someone else has stated					*	--	--	--	--	/			
d. Listening to distinguish between fact and opinion								*	--	--	--	--	--
e. Listening carefully to be able to summarize what someone else has stated											*	--	--
5. Learning to co-operate	*	--	--	--	--	--	--	--	--	--	--	--	--

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Setting clear goals													
a. Recognizing the issues													
1) Stating the issue								*	--	--	--	--	/
2) Identifying the types of issues													
(a) Moral of value issues								*	--	--	--	--	/
(b) Issues of definition								*	--	--	--	--	/
(c) Issues of fact and explanation								*	--	--	--	--	/
(d) Legal issues								*	--	--	--	--	/
(e) Disagreement over frame of reference								*	--	--	--	--	/
b. Recognizing the types of discussion													
1) Simple recitation								*	--	/			
2) Inductive questioning								*	--	/			
3) Open-ended questioning								*	--	/			
4) Problem solving								*	--	/			
5) Debate									*	--	/		
c. Recognizing the purposes of discussion													
1) To solve problems								*	--	/			
2) To air one's opinion								*	--	/			
3) To find out what others think								*	--	/			
4) To clarify one's point of view								*	--	/			
5) To re-evaluate one's point of view								*	--	/			
6) To gain feelings of acceptance & belonging								*	--	/			
7) To persuade								*	--	/			
7. Discussion with a direction													
a. Being sensitive to other's responses											*	--	/
b. Stating the issue over which there is disagreement											*	--	/
c. Pursuing the issues systematically											*	--	/

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. d. Making explicit transitional statements											*	--	/
e. Recognizing the relevance of statements to the issue											*	--	/
f. Thinking on two levels													
1) "Taking a stand" and defending it											*	--	/
2) Being aware of the discussion process and student's role in it											*	--	/
8. Arriving at a conclusion													
a. Reaching a majority opinion	*	--	--	/									
b. Recognizing the four types of conclusions								*	--	--	--	--	/
c. Reaching a consensus											*	--	/

Eight Basic Skills and Their Importance in Discussion

1. Getting acquainted and establishing trust

In order for a group to function well, it is important for all members to get acquainted and establish trust so that each person feels comfortable with that group.

2. Organizing for action

Maintaining order within a group is a basic skill that needs constant attention and reinforcement. Initially, the process is teacher-directed. As the students become proficient in this skill, they should be encouraged to become self-directing in small groups at first, aiming at total class involvement and self-direction.

Hopefully by grade seven, the students have had experience with the various roles necessary for having a good discussion and would now be ready to recognize and to perform these functions:

INITIATOR - gets the discussion underway, helps the group organize itself, keeps the group moving steadily toward its goal

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate)

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion

By grade ten, the more sophisticated roles of encourager and harmonizer may be introduced.

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly

HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

3. Contributing to the discussion

a. Recognizing the value of all contributions

Group members need to learn that in trying to arrive at an answer to a question they must elicit contributions from every member and consider all contributions carefully.

b. Taking the responsibility to contribute

The student must individually decide what knowledge he wishes to contribute and when he wishes to contribute it. The pieces of information come from the student's own store of knowledge.

c. Responding to other contributions

(1) Verbal

Students must become aware of what others are saying and react to those contributions. Keeping to the point is essential for good discussion. The results of the discussion should be a combination of ideas - a group product.

(2) Non-verbal

Whenever two or more people interact, they send and receive messages, both verbally and nonverbally. Our non-verbal behavior may be as communicative as our verbal behavior.

4. Active listening

a. Listening for a specific purpose

b. Listening to be able to perceive differences in opinion and to perceive areas of agreement

c. Listening carefully to be able to paraphrase what someone else has stated

Before a student can constructively contribute to another's comments, he must thoroughly understand the other's position. Therefore, it is important that the student learn to restate what was said before he responds to it.

d. Listening to distinguish between fact and opinion

e. Listening carefully to be able to summarize what someone else has stated

If a discussion is to progress toward a meaningful conclusion, the participants need to be able to discuss and digest only the salient points. The student needs to learn to make a statement of the main points of the substance of the discussion.

5. Learning to cooperate

Members of classroom groups need to be encouraged to work with one another, instead of against one another, in accomplishing their goals. In group discussion, co-operation consists of drawing others out instead of arguing with them, sharing information, and assembling all contributions into a group product.

6. Setting clear goals

A. Recognizing the issues

(1) Stating the issues

One of the first challenges of discussion is to sort out how many different things are being said about the topic. There is a need to identify the points of agreement and disagreement. This allows the participants to focus on the topics and to pursue them systematically. To state issues clearly, it is useful to translate into questions the main positions or opinions that the participants have. Students should be able to state clearly what the main issue of the discussion is. Prior to seventh grade, the committee feels the teacher takes the responsibility for stating the issue.

(2) Identifying the types of issues

(a) Moral or value issues - "goodness or badness" based on certain moral principles. Where there are two conflicting values in a discussion, one must be violated regardless of which policy stand is taken. An effective way to point this out is through the use of familiar situations similar to the situation being discussed. Use of familiar situations forces the discussant to do two things:

1 - See that there are at least two competing values.

2 - Show why we may uphold a value in one situation and yet reject the same value in a similar situation.

(b) Issues of definition - a "labeling problem"

1 - Deciding which examples should or should not be classified under a controversial label ("Communist")

2 - Selecting general criteria in a definition

a. Stipulation - simply agreeing to use a word consistently in a specific way

b. Use of an authoritative source - a dictionary

(c) Issues of fact and explanation - disagreements about the descriptions or explanation of events. For example, "Man is a warlike animal" might be viewed by one person as being a fact while another might see it as being opinion.

(d) Legal issues - usually a combination of value, definitional and factual questions. The first issue in a legal question is whether or not a particular action can be classified as falling under an existing law. It then becomes a question of defining whether the act in question is covered by an existing law. Application of the law usually carries with it a sense of fairness. Concepts such as fairness, impartiality, and avoidance of cruel and unjust punishments are clearly value judgements.

(e) Disagreement over frame of reference - the way different people look at the world. The way people come to see the issues in a case is determined by their frame of reference, the most important values and beliefs that influence how they look at the world. For example, the proposed building of a new school might be viewed quite differently by a school child, a teacher, a taxpayer and a custodian.

B. Recognizing the types of discussions

For discussion to be successful, all members must know at all times what the goal of their interaction is. There are several types of discussion. Most types may be used on the elementary level, even if they are not specifically named. However, at the junior high level, the student should be aware of, and be able to identify, the five basic types of discussion. These are:

(1) Simple recitation - student answers questions asked by teacher and other students.

(2) Inductive questioning - student develop an idea as the result of careful, organized questioning by the teacher.

(3) Open-ended questions - encouraging the students to think and to value their own ideas as well as the ideas of others - no right or wrong answers.

(4) Problem solving - attempting to reach student consensus, not just sharing ideas.

(5) Debate - a structured exchange of two opposing sets of ideas, carried on under a set of rules.

C. Recognizing purposes of discussion

In addition, there are many purposes for discussion. The teacher may find it desirable to make the purpose of the discussion clear at the beginning. Hopefully during the junior high years, the student should understand and be able to interpret the seven basic purposes of discussion:

(1) to solve problems

(2) to air one's opinion

(3) to find out what others think

(4) to clarify one's point of view

(5) to re-evaluate one's point of view

(6) to gain feelings of acceptance and belonging

(7) to persuade

7. Discussing with direction

An effort to produce clarity in a "disciplined discussion" depends upon factors such as listening, responding to the issue, and trying to keep on the track.

A. Being sensitive to other's responses - developing sensitivity to what others are saying. The student should be able to recognize sensitive and insensitive conversation.

B. Stating the issue over which there is disagreement - this is necessary when the participants throw in too many opinions and there is much disagreement. The student needs to develop the ability to summarize the nature of the issue over which there is disagreement - this provides focus and direction for the discussion. A good way to do this is by stating the issue in question form.

C. Pursuing the issues systematically and with some degree of continuity - sticking with the issue long enough to deal with its problems thoroughly.

D. Making explicit transitional statements - making explicit the changes of transitions of the issues in a discussion.

When someone chooses to change the issue under consideration, he must make an explicit transitional statement, explaining why a change of issue at that point would move the discussion forward.

E. Recognizing the relevance of statements to the issue - determining whether or not a particular statement is related to the issue under consideration.

Challenging the relevance of a statement is a way of pressing toward greater continuity - systematically focusing on one issue at a time.

F. Thinking on two levels - discussant thinks on two levels at the same time:

Level #1 - He has to "take a stand" and think of reasons to defend it.

Level #2 - He has to be aware of the "discussion process" itself and his role or roles in it. For example, Am I responding to others' contributions? Am I actively listening? Am I sticking to the topic?

8. Arriving at a conclusion

Not all types of discussion result in a group product; it depends on the purpose of the discusion. The four types of conclusions are

a. Open-ended - each member comes to an individual conclusion in his own mind.

b. Authoritarian decision - a power figure imposes his conclusion on the whole group.

c. Majority-minority opinion - a group product which reflects the best to which all members can contribute.

d. Consensus - when the group arrives at a decision to which all group members can concur or support.

Table of Contents - Activities and Evaluations

for

Grade 6

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GRADE SIX

1. Getting Acquainted and Establishing Trust

Activity - 6

Activity

Each student, as though he were a visiting celebrity, is interviewed by a panel of "reporters" appointed by the teacher. The interviewers ask questions about the "celebrity" to elicit information that they think all members of the group would like to know. The process continues until all group members have been interviewed, with the teacher appointing a new panel of "reporters" from time to time.

Learning Discussion Skills Through Games
Gene Stanford and Barbara Dodds Stanford
Citation Press, New York 1969
page #21.

Evaluation

All students may write down or discuss their first impressions of each "celebrity" as outlined above. In addition to securing more knowledge about each group member to establish trust, participants will initiate and utilize various listening skills.

2. Organizing for Action

*Note to the teacher

To encourage the students to develop their ability to organize for action, we suggest that you might allow the class to break up into bulletin board committees, party committees, etc., throughout the year. The group should select a chairman and recorder as necessary. Much of this committee work is teacher-directed at first.

3. Contributing to the Discussion

A. Recognizing the value of all contributions

Activity - 6

The class should be divided into several small groups of about 6-8 in a group. Each group will receive a set of sequenced cards (or pictures). The cards should be distributed randomly. Each child must read his card aloud. Hopefully, the group will then realize what the topic is that they are attempting to sequence. (Occasionally, the teacher may have to give the topic.) After

some discussion, each student, one at a time, will take his card to the chalk tray, attempting to palce his card in the proper sequence. Examples:

1. Steps in a brownie recipe
2. Steps in building a bird house
3. Main events in Lincoln's life

B. Taking the responsibility to contribute

Activity - 6

The class is divided into groups. Each group is given a question to discuss about which every student will know something from his own experience; for example, "How I felt on the first day of school." Every member must contribute. Members must contribute in random order, not just in order around the circle. The group that follows the rules in the shortest length of time is declared the winner.

Learning Discussion Skills Through Games
Gene Stanford and Barbara Dodds Stanford
Citation Press, New York 1969
page #32

Evaluation - see Teacher's Role Page D-20

C. Responding to other contributions

1. Verbal

Activity - 6

The teacher arranges the class in two rows facing each other. The teacher introduces the topic of discussion and invites the first student in line to respond. The teacher also hands that student a ball of yarn. After the first student has made a response, the student opposite him must respond to his comment. If this is done, the first student passes over the ball of yarn, keeping the end in his hand. Each student responds in turn to the student either across or kitty-corner. If a student does not respond to the provious comment, the ball of yarn skips the student.

2. Non-Verbal

Activity - 6

Prior to the discussion, the teacher selects 5 people to be spies. The teacher instructs them that they are to take notes of the gestures, movements, facial expressions, and posture of their assigned students during the classroom discussion. The teacher starts some discussion. At the end of the discussion, the spies report to the entire class on their observations. The class should then be encouraged to make suppositions as

to what the gestures might have meant and how they might have affected the discussion. The committee suggests that this be done several times throughout the year.

4. Active Listening

A. Listening for a specific purpose

Activity - 6

Before listening to a story or a tope, the children are given specific facts and information to listen for. After listening, the students should be able to answer questions based on the story.

B. Listening to be able to perceive differences in opinion and to perceive areas of agreement.

Activity - 6

Ask the class who they have studied that showed these traits: courage, faith, determination, self-sacrifice, creativity. List the various names given and discuss why they were chosen. Have the class vote for the person each likes best.

C. Listening carefully to be able to paraphrase.

Activity - 6

Play a tape or record or read a passage. Have the students restate what they hear.

5. Learning to co-operate

Activity - 6

Tower Game - the teacher should place staples, scissors, glue, string, and construction paper on various tables. The class is divided into groups. A judge is selected. Each group is given the task of constructing a tower which will be judged on height, appearance, and sturdiness. When all groups are finished, the judge selects the winning tower.

Variations

1. A time limit might be set.
2. A second judge might observe each group's cooperation and announce a winner.
3. The construction can be carried out non-verbally.
4. The judge could have an actual score sheet.

Structured Experiences for Human Relations Training
Vol. III, Pfeiffer and Jones, University Associates, LaJolla, California, 1974., page 17.

Evaluations:

1. The groups should respond to the judgement. Each observer should note his group's reaction to the judging process and to the announcement of the winning tower.

2. Judges could report on their experiences. Each observer then reports on his group.

3. The groups could meet separately to do the exercise. Participants give each other feedback.

6. Setting Clear Goals

A. Recognizing the issues

*Note to the teacher

The committee feels that prior to the seventh grade the teacher takes the responsibility of stating the issues. Teaching for this skill will begin in the seventh grade.

B. Recognizing types of discussion

*Note to the teacher

Prior to the discussion, the teacher will decide which of the following types of discussion best fits the subject at hand:

1. Simple recitation
2. Inductive questioning
3. Open-ended questioning
4. Problem-solving

C. Recognizing the purposes of discussion

*Note to the teacher

At the beginning of each discussion, the teacher should clearly define the purpose for the discussion so that the students understand what the topic is and that they are to stick to that topic.

In conducting your classroom discussions, you may want to keep in mind the following purposes of discussion:

1. To solve problems
2. To air one's opinion
3. To find out what others think
4. To clarify one's point of view
5. To re-evaluate one's point of view
6. To gain feelings of acceptance and belonging
7. To persuade

7. Discussing with Direction

*Note to the teacher - see Teacher's Role (pg. D-22)

8. Arriving at a Conclusion

A. Reaching a majority opinion

*Note to the teacher

This skill should have been mastered by the end of grade three.

B. Recognizing the four types of conclusions

*Note to the teacher

This skill is not introduced until seventh grade.

C. Reaching a consensus

*Note to the teacher

Although this skill is not formally introduced until grade ten, it it the most desirable discussion conclusions. Students in earlier grades, however, may exhibit the ability to reach a consensus. Whenever this occurs, the term should be introduced.

Teacher's Role

The teacher's role in conducting a discussion is an extremely important one for which few of us have been adequately trained. Not only is the teacher responsible for teaching the students the skills necessary for discussion but he or she must be skilled in discussion.

Prior to a discussion the teacher must establish an atmosphere that fosters an open interchange of ideas. This can be done through room arrangement (informal, so that students can see other, with the teacher as a member of the group), teacher attitude, and activities designed to promote group feeling.

Good questioning is the key to success in any discussion. The teacher's role is to foster honest expression of opinion, probe for reasoning behind opinions, encourage students to comment on and challenge each others reasoning, and pose questions that focus on the issues being discussed. For example in a problem solving discussion the teacher might ask some of the following questions:

1. What are the best reasons for and against various courses of action? Why are these the best courses?

2. What is the principle underlying the proposed decision?

3. Is the recommended action consistent with the student's ideals?

It is the committee's hope that the following suggestions and explanations will prove useful to the teacher as they attempt the dual responsibility of teaching themselves discussion skills at the same time they are attempting to pass this knowledge on to their students.

Eight Basic Discussion Skills

1. Getting acquainted and establishing trust

   The teacher must himself display an attitude of trust. If the teacher displays an attitude of tolerance and acceptance toward student responses, stduents will soon learn to treat each other in the same manner.

2. Organizing for action

   A. Maintaining order within the group

      At the beginning group organization is teacher directed. Together with the group he or she sets up rules for discussion, clarifies the subject of the discussion and serves to keep the discussion going. The teacher should encourage students to develop a good concept of what discussion involves, establishing a good feeling for the rules, listening, taking turns, and keeping to the point.

B. Introduction to the roles taken by the members of a discussion group.

It is the responsibility of the junior-senior high teacher to present to the student the various roles played by the members of a discussion group. In grade seven the students are introduced to the roles of initiator, clarifier, summarizer, evaluator, contributor and recorder. The remaining roles of encourager and harmonizer will be introduced in grade ten.

INITIATOR - gets the discussion under way, helps the group organize itself, keeps the group moving steadily toward its goal;

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem;

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information;

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate);

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together;

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion;

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly;

HARMONIZER - helps to relieve tension and settle disputes between other mebmers, helps the group work out its disagreements, suggests compromises.

The students should be made aware that one person may assume several roles during a discussion. The teacher should then encourage the students to use each of these roles in their class discussions. It may be helpful to stop the discussion at times to enable the students to identify the roles which have been assumed and to recognize how their use has affected the discussion.

3. <u>Contributing to the discussion</u>

A. Recognizing the value of all contributions

B. Taking the responsibility to contribute

During the class discussion the teacher should observe the work

of the group carefully, and note the following:

1. How did the group pattern their contributions?

2. Was order kept and how?

3. What means were used to encourage the more reluctant members to contribute?

The teacher should not always feel that it is necessary to step in if the group is slow in starting. The pressure of silence may encourage people to contribute. If you find after observing several discussions that certain students dominate the discussion and others sit silently you may find it helpful to place contributing members in one group and non-contributing members in another. This may encourage the silent members to stop relying on the contributors and prompt them to contribute.

C. Responding to other contributions

1. Verbal

If the teacher feels a student's contribution does not relate to the discussion he may wish to interrupt and ask that student to explain how his or her statement relates to previous contributions.

2. Nonverbal

Students should be made aware that some behaviors facilitate while other retard discussion. The committee realizes that as a part of the primary reading and language arts program much emphasis is placed on this skill. However, it is the opinion of the committee that this skill is progressively neglected in the upper grades. We recommend that teachers make students aware of certain actions that can encourage discussion (smiling, nodding, establishing eye contact, sitting complacently, etc.) and that other actions hinder discussion (tapping, yawning, fidgeting, etc.).

The students should be cautioned that the signal may not always be perceived the way that it was meant to be. For example, a yawn may be interpreted as boredom when it is merely a sign of fatigue. A teacher may want to note that some classroom behaviors such as giggling, horseplay, etc. may indicate that the student is feeling threatened by the discussion.

The teacher should encouarge the student to recognize that certain body positions have a language of their own. For example, when a student wishes to contribute to the discussion, he will frequently raise his head and lean forward slightly. Secondly, folded arms and downcast eyes may indicate disapproval, boredom, fear of being called upon, complete lack of interest, or merely the fact that the child does not understand the dicussion and is ashamed to admit it. When a student sits up, looks at the leader expectantly while gathering his materials, these are signals that the student needs a break.

4. Active listening

5. Learning to co-operate

6. Setting clear goals

As a student gains discussion skills, he will increase his ability to recognize issues, types of discussion, and the purposes of discussion. Prior to seventh grade it is mainly the teacher's responsibility to see that each discussion has a clear goal.

Classroom discussion will take one of the following five forms:

1) simple recitation
2) inductive questioning
3) open-ended questioning
4) problem solving
5) debate

With the exception of debate, we expect the students to be able to participate in each of these forms but recognition of the terms is not necessary until seventh grade.

The teacher's role will vary depending on the type of discussion used.

Type of Discussion	Teacher's Role
1. Simple recitation	1. Asks questions
2. Inductive questioning	2. Carefully plans sequence of questions to help students arrive at a concept.
3. Open-ended discussion	3. Provides initial focus for discussion, accepts all responses, and refrains from evaluation while encouraging clarification when necessary.
4. Problem solving	4. Reminds students of purpose of discussion, points out similarities and differences among points of view, and charts information to be used for purposes of comparison and contrast.
5. Debate	5. Teaches format of proper debate and acts as resource person in helping students find information

The teacher should keep in mind the following purposes of discussion:

1. to solve problems
2. to air one's opinion
3. to find out what others think
4. to clarify one's point of view
5. to re-evaluate one's point of view
6. to gain feelings of acceptance and belonging
7. to persuade

Beginning in tenth grade and continuing through twelfth grade the teacher is responsible for reinforcing the student's ability to recognize issues, types of discussion and the purposes of discussion.

7. Discussing with direction

In most cases it is the teacher's responsibility to guide the direction of a discussion prior to the tenth grade. The teacher must recognize and encourage the following to take place during classroom discussions:

a. being sensistive to other's responses

b. stating the issue over which there is disagreement

c. pursuing issues systematically

d. making explicit transitional statements

e. recognizing the relevance of statements to the issue

f. two level thinking - making pertinent contributions and assuming a role in the discussion

In the beginning the teacher may find it necessary to verbally step in to direct the discussion. However, we hope that as time goes on and the students become more proficient, the teacher will take less of an active role.

8. Arriving at a conclusion

The simplest type of conclusion is the majority opinion. Although the teacher and students may feel uncomfortable with open-ended conclusions, because of our conditioning in expecting an answer, this type of conclusion is useful in encouraging student to air their personal opinions. Because the authoritarian conclusion stifles open discussion, this is the type lease recommended. Consensus is the hardest conclusion to achieve. The teacher and the students must learn to become aware of those persons who disagree with the majority. They must be specifically alert for dissenters who are ignored, especially the quieter members who disagree but do not state their opposition vociferously.

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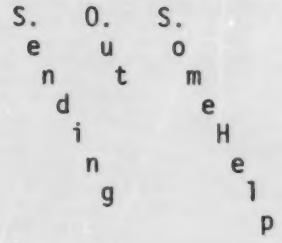


INTRODUCTORY STATEMENT - Response Forms

In order to continue to develop, correct, and improve the Discussion Skills Packet (D.S.P.) and keep open the very necessary lines for your suggestions and possible appeals for assistance we have developed this form to be used by the classroom teacher.

If, after having read and/or used the D.S.P. you have any constructive suggestions to aid us all in the continuing development of this packet, please fill in the section provided. We all need help (the committee more than others).

If you have had success in the use of the D.S.P. please fill in the section provided. Way to Go. Who Loves You Baby.

If you have had an unpleasant experience in using the D.S.P., please take two aspirin and fill in the section provided. Excedrin Headache #26.

If you have any activities or evaluations that you have developed in your classroom that may be of use to your fellow educators, please fill in the section provided. Show off!

And please, if you are having any difficulty in using or understanding this Discussion Skills Packet, do not push it aside. Let us know how we can be of help to you for this is also the function of the committee and we will not leave you hanging (too long). As you will note, there is a section on this form for an answer (hopefully) from the committee or at least a reply to let you know someone out there cares.

If you have no need of this sheet, congratulations, and please pass it on to someone less fortunate.

RESPONSE FORM #1

Teacher's Name _____

School _____

I. Where do we need help? (excluding the obvious answer) Please fill in your constructive suggestions in the following areas.

A. Skills

Did we miss any? Any problems with ours? Don't forget to check the flow chart.

_____

_____

B. Activities

What's happening? Is your room still in one piece? Any students missing? How's your headache?

_____

_____

_____

C. Evaluation

Does it evaluate? Is it right on? Did you check the flow chart?

II. Way to go! We told you it would work. Please tell us the areas or activities that worked well for your class or classes or classi, whatever.

_____

_____

_____

_____

III. Excedrin Headache #26. Sit down and tell us all about it. Bet you didn't check your flow chart or maybe your gas tank. Remember we still love you.

_____

_____

_____

_____

_____

_____

IV. Show and Tell time. We would appreciate your experience and knowledge in areas you have succeeded and we have missed. Tell it like it is!

V. Help! Tell us what the problem is and if Dear Abby can't handle it we will light a candle for you. Tell us what the specific problem area is if you know, if you don't know, ask your neighbor.

VI. Committee's Reply

If this doesn't work, punt, play your trump, or move to a cave.

(Grade 6)

RESPONSE FORM #2

The information we need from you for assistance and continued improvement is the following:

I. SKILLS

1. Which skill(s) were you working with from the ones suggested in the Discussion Skills Packet? (D.S.P.)

2. What activity(ies) suggested in the D.S.P. did you use in connection with that skill?

3. Were there any skills needed as a prerequisite but not mastered at this grade level which impeded the successof that activity(ies)?

4. Was the activity(ies) suggested in the D.S.P. used by you successfully?

5. Why do you feel the activity(ies) were successful?

6. Did the activity(ies) suggested in the D.S.P. and used by you prove unsuccessful?

7. Why do you feel the activity(ies) may not have succeeded?

8. May we have any constructive suggestions of yours on this particular skill and activity?

9. For that matter, may we have any constructive suggestions on any part of the D.S.P. such as misplaced skills (check flow chart= misplaced activities, etc.

10. What successful activities have you developed in your class for the students which we have overlooked and can be of benefit to us all?

Your Name _____

Your School _____

Subject area. Skill(s) and Activities used.

_____

_____

RESPONSE FORM #3

II. EVALUATION

1. If the acitvity(ies) in the D.S.P. had an evaluation did you use it?

2. Was the evaluation(s) useful in connection with the activity(ies)?

3. Did the evaluation(s) prove not to be useful for the activity(ies)?

4. Why do you feel it was not useful?

5. If the activity(ies) used from the D.S.P. did not have an evaluation, did you use your own?

6. What was your evaluation?

7. Did your evaluation prove successful and useful?

8. May we have your constructive suggestions on the evaluation of the activity(ies) or any others in the D.S.P.?

Your Name _____

Your School _____

Subject area. Skill(s) and Activity(ies) used.

_____

(Grade 6)

VALUES & MORAL REASONING

Introduction

The development of moral values is unique in the Social Studies skills development in that the process is entirely individual, and that progress in the clarification (realization) of one's set of values cannot be taught in the usual sense of the word. I.e., a student cannot be taught a value, but rather he or she will (1) come to a realization of what his personal values are, and (2) become cognizant of and receptive to the values of others and thereby enlarge his own value structure.

Historically, values education has been a part of the curriculum in one form or another whether it be in show-and-tell sessions, or in class meetings in which rule infractions or classroom problems are discussed. For years teachers have been charged with the task of developing honesty, good citizenship, patriotism and the other values held common in our society. The thrust of this segment of our Guide is to assist the teacher in developing a systematic approach to values education by formulating a program of values education and by providing models appropriate for the students at each grade level.

There are a number of important factors that should be kept in mind by the teacher. First, the teacher provides the model, but not the answers. Secondly, valuing is a continuous process and is best achieved by a step-by-step process at the levels familiar to the student. It is, therefore, necessary that teachers use the models assigned to their grade level so that sequential exposure may be achieved.

Thirdly, children develop and clarify their values at different rates and, as with other goals of the Curriculum Project, no grade level will be responsible for the final completion of a set of values. The task of the teacher is to provide experiences for promoting moral development within his/her own grade level.

The Project has utilized three techniques for promoting moral development and/or the clarification values. These three techniques are described under Skill Description in the following pages of this Guide. If further assistance or instruction in the "how to" of implementing valuing is needed, two audio-visual teaching aids are available; "A Strategy For Teaching Values" (Guidance Associates), and a more extensive study, "Teacher Training in Values Education - A Workshop" (also produced by Guidance Associates.) These aids are available through the Social Studies Office at Cortland Jr.-Sr. High School.

In order to make Values Education an effective and continuing process, a <u>minimum</u> of four dilemmas should be used each year, making sure to utilize both the Moral Reasoning and the Values Analysis strategies. The Values Clarification strategy should be used whenever appropriate.

Finally, it should be noted that the development of values is <u>closely</u> associated with the development of Discussion Skills, and the information contained in the Discussion Skills section should be reviewed and implemented before a values lesson is initiated.

Values and Moral Reasoning

Skill Description

Three techniques are to be used in the development of values and moral reasoning in our Social Studies Program. They have been implemented in the curriculum workshops and are briefly described herein.

(1) Moral Reasoning Strategy - The strategy is based on Kohlberg's stages of moral reasoning in the development of Values Education.

KOHLBERG STAGE DESCRIPTION

Level One: Pre-Conventional

At this level an individual's moral reasoning results from the consequences of actions (punishment, reward, exchange of favors) and from the physical power of those in positions of authority.

Stage One: Decisions result from a blind obedience to power, an attempt to avoid punishment, or an attempt to seek rewards.

Stage Two: Decisions result from a desire to satisfy one's own needs and occasionally the needs of others. Individuals view reciprocity as a matter of "you scratch my back and I'll scratch yours." Reasoning involves little consideration of loyalty, gratitude, or justice.

Level Two: Conventional

At this level an individual's moral reasoning involves consideration of the interest of others (family and peers) and a desire to maintain, respect, support, and justify the existing social order.

Stage Three: Decisions result from a desire to pleas and help others and receive their approval in return. Behavior is frequently judged by intention - "he means well" becomes important for the first time.

Stage Four: Decisions result from a desire to maintain the existing authority, rules, and social order. Right behavior consists of doing one's duty.

Level Three: Post-Conventional

At this level an individual's moral reasoning incorporates moral values and principles which have validity and application beyond the authority of groups. Moral reasoning becomes more comprehensive and reflects universal principles.

Stage Five: Decisions result from recognition of an individual's rights within a society which has a social contract.

As a result, the individual's reasoning emphasizes the "legal point of view," but with an emphasis upon the possibility of changing laws.

Stage Six: Decisions result from an obligation to universal ethical principles which apply to all mankind. The universal principles of justice, reciprocity and equality of human rights, and respect for the dignity of human beings as individuals serve as a basis for individual reasoning.

(2) The Values Analysis Strategy - This approach is based on Dewey's Reflective Morality Process and is concerned with the process by which a student makes moral decisions. The strategy forces the student to examine many alternative decisions before he/she actually is allowed to make their own decision concerning a moral dilemma. This process is excellent training for making real life decisions. The goal of this approach is to develop sophistication in the decision making process.

(3) Values Clarification[1]

The values-clarification approach tries to help young people answer some of these questions and build their own value system. It is not a new approach. There have always been parents, teachers and other educators who have sought ways to help young people think through values issues for themselves, and they have done this in many ways.

However, the values-clarification approach is more systematic and more widely applicable. Unlike other theoretical approaches to values, it is not concerned with the content of people's values, but the process of valuing. The focus is on how people come to hold certain beliefs and establish certain behavior.

Valuing is composed of seven sub-processes:

PRIZING one's beliefs and behaviors
1. prizing and cherishing
2. publicly affirming, when appropriate

CHOOSING one's beliefs and behaviors
3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

ACTING on one's beliefs
6. acting
7. acting with a pattern, consistency and repetition

Thus, the values-clarification approach does not aim to instill any particular set of values. Rather, the goal of the values-clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

[1]Adapted from Simon, Sidney, et.al. Values Clarification A Handbook of Practical Strategies For Teachers and Students, Hart Publishing Co., Inc. New York, NY, 1972, pp. 18-20.

To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for in and out of the classroom. He uses materials and methods which encourage students to consider alternative modes of thinking and acting. Students learn to weigh the pros and cons and the consequences of the various alternatives. The teacher also helps the students to consider whether their actions match their stated beliefs and if not, how to bring the two into closer harmony. Finally, he tries to give students options, in and out of class; for only when students begin to make their own choices and evaluate the consequences, do they develop their own values.

Similarities and Differences Among Approaches of Moral Development, Values Analysis & Values Clarification

Similarities:

All are concerned with increasing personal awareness of the valuing process

All are concerned with helping people cope with their values, resolve conflicts and live better lives.

Moral development and values analysis are both concerned with the reasoning process.

All approaches are concerned with increasing the adequacy of students' thinking and promoting consistency between judgements and actions.

Differences:

Moral Development vs. **Values Analysis**

In Moral Development the first step is to make a decision - hopefully with a division in the group and then to debate the decision. This will require the students to justify their reasoning and, in turn, will promote moral development through six stages of development. Discussions in this strategy will concern only moral issues.

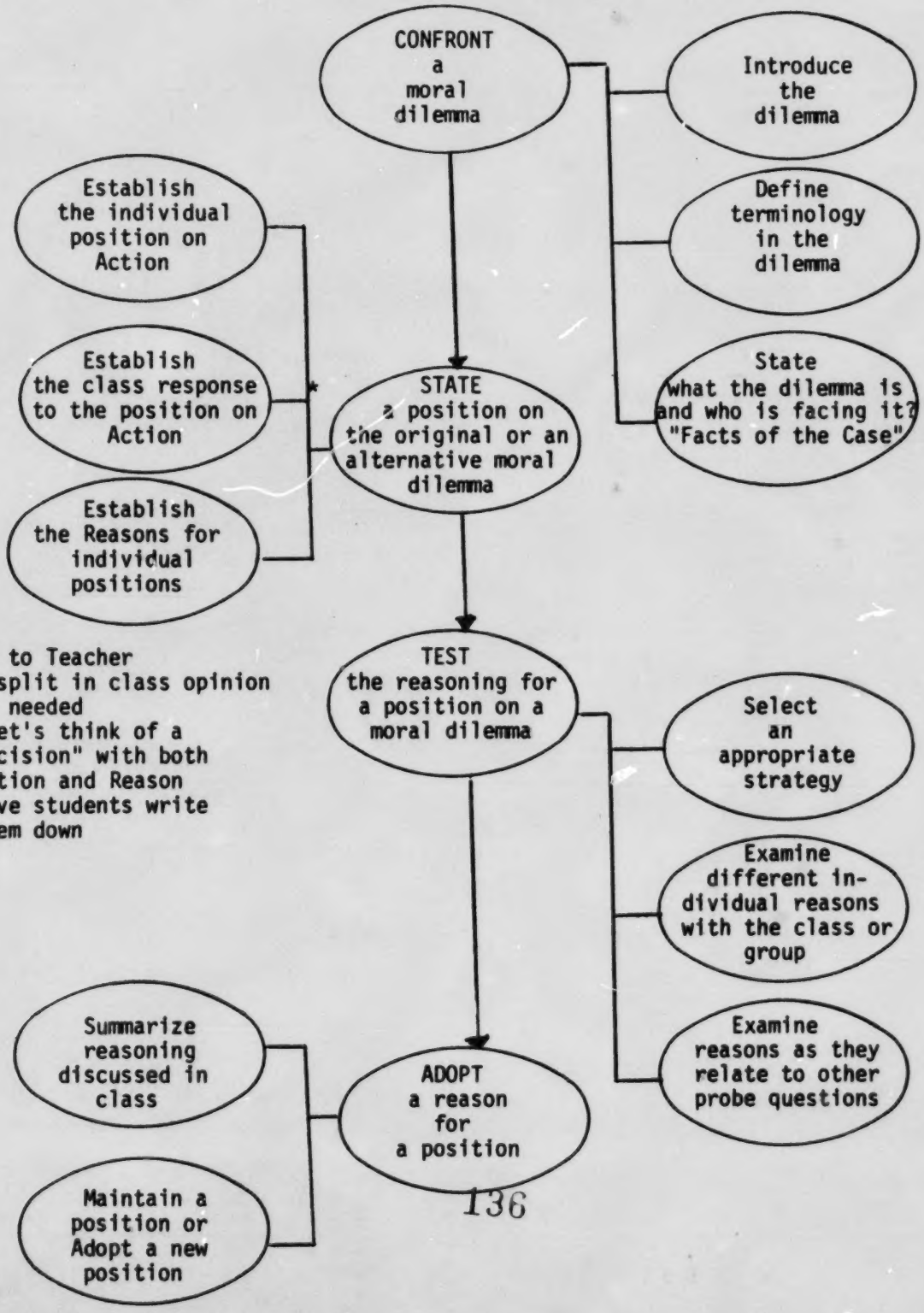
Values Analysis encourages considering all the alternatives and consequences in a step-by-step, scientific approach prior to making a decision. It is designed to encourage logical thinking, and discussions may also include social issues.

Moral Development vs. **Values Clarification**

These approaches differ in their thinking about values. Kohlberg feels that, in a pluralistic society, students need to develop increasingly adequate ways of thinking to resolve conflicts, whereas Simon's theory is based upon a feeling that values are personal and relative to a stiuation.

Moral Development	Values Clarification
1. Deals with only moral issues	1. Deals with moral and non-moral issues
2. "Should" questions	2. "Would" questions
3. Must justify reasoning to increase development	3. Don't have to justify reasoning
4. Goal is to clarify and develop problem solving skills	4. Goal is to help students to know themselves, communicate and build a sense of community.

DIAGRAM OF THE TEACHING PROCESS
FOR TEACHING A MORAL DILEMMA - MORAL REASONING


CONFRONT a moral dilemma
Introduce the dilemma
Define terminology in the dilemma
State what the dilemma is and who is facing it? "Facts of the Case"
Establish the individual position on Action
Establish the class response to the position on Action
Establish the Reasons for individual positions
*
STATE a position on the original or an alternative moral dilemma
TEST the reasoning for a position on a moral dilemma
Select an appropriate strategy
Examine different individual reasons with the class or group
Examine reasons as they relate to other probe questions
ADOPT a reason for a position
Summarize reasoning discussed in class
Maintain a position or Adopt a new position

*Note to Teacher
1. A split in class opinion is needed
2. "Let's think of a decision" with both Action and Reason
3. Have students write them down

STEP 1 Confronting a moral dilemma

Step 1 consists of three activities. First, the teacher presents the dilemma to the students by having them read the dilemma silently or aloud. Second, the teacher helps students to clarify the meaning of any terms or words which are used in the dilemma and which some students may not understand. Finally, the teacher helps students to confront the moral aspects of the dilemma by asking them to state the moral issue which the dilemma raises.

STEP 2 Stating a position on the original or alternative dilemmas.

In this step, the teacher ascertains the division within the class about what the major protagonist in the dilemma ought to do. Each dilemma ends with a question such as this one: Should Fritz let the prisoners escape? In order to teach for cognitive moral development, the members of the class must divide over the answer to this question. Some teachers ask students to indicate their feelings by holding up their hands while they shut their eyes so that the votes of others will not influence them. Other teachers ask several students to express their opinions and the reasons for their opinions and then ask for a vote either openly or in private. If at least a third of the students in the class elect each position, the teacher moves immediately to Step 3, skipping the alternative dilemmas.

If at least a third of the members of the class do not line up on each side of the issue, the teacher introduces an alternative dilemma from the lesson plan to establish a division among the students. One set of alternative dilemmas has been designed in case the class agrees that the protagonist SHOULD take a particular course of action. Another set should be used if the class agrees that the protagonist SHOULD NOT take a particular course of action. The teacher should make sure that the students understand the terms used in an alternative dilemma and that they see the moral issue involved. Then the teacher should determine how the class divides on the issue, and proceed to Step 3.

STEP 3 Testing the reasoning for a position on a moral dilemma.

Next, the teacher begins to help students test their reasoning by choosing an appropriate method of class deployment. All four methods of class deployment promote maximum student-to-student interaction. During the testing stage, students examine, analyze, and compare their own reasons with reasons offered by other students. The teacher keeps the attention of the class focused on reasoning rather than on what a protagonist should do. Probe questions provided in the lesson plan help students to examine their reasoning in a variety of circumstances. The deployment strategies are:

Strategy A

Divide the class into groups of five to eight students. Each group should consist of individuals who agree about the appropriate action on a dilemma. Have the members of each group work out a list of reasons for holding their position. After the groups have worked for ten to fifteen minutes on this initial task,

have each one select three reasons which reflect the best reasoning for their position on the moral dilemma and arrange these in priority. You should move from group to group, helping each group develop its list of reasons. Ask the recorder from each group to report on the final list of "best" reasons. Since you will have several groups working on listing reasons for opposing positions on the moral dilemma, a general class discussion focused on moral reasoning should follow reports from the groups. Encourage students to challenge one another's reasoning and to help focus the dialogue on why individuals believe one reason is more appropriate than another. The discussion will often focus on two or three conflicting reasons. If the general class discussion becomes too repetitive or loses momentum, use a probe question or an alternative dilemma to refocus the discussion or to check the consistency of those students arguing a particular position. Ask students who indicated they were undecided or students who are not active in the discussion to summarize the dialogue or offer their opinion of the discussion.

Strategy B

Organize the class into small groups with each group including members who do not agree about the action of the dilemma. Ask the members of each mixed group to discuss their positions and the reasons for their positions in order to produce a list containing the two best reasons on each side of the issue. One of the objectives of this strategy is to have students discuss the dilemma from each position on action with the task of the group focused on reasoning rather than on the initial position. A general class discussion should follow group reports of discussion. With this strategy you may find it helpful to have groups record their best reasons on the chalkboard so that everyone can see different ways of thinking about the dilemma.

Strategy C

Ask all students in the class to write out three reasons why they hold the particular position that they do on the dilemma. Choose four students to debate, two from each position on the dilemma. Let the debate begin among the four protagonists. After they have debated a few minutes, invite four additional students, two from each position, to enter the debate in order to add additional reasons for the position on the dilemma. Encouarge the debate to continue for a few minutes. During the debate ask the students not in the debate to summarize or paraphrase the reasoning used in the debate. Also encourage students listening to the debate to question members in the debate and to interject reasons which they have written down but the debaters have not used. The debate format provides a method for verbally listing a series of reasons. You may decide to continue the class in several ways:

1) if the debate among the eight students and the involvement of the rest of the class seems productive, you can continue the debate.
2) You can establish four debating groups in the class and give each group the task of determining the best reasons for a proposed action.
3) You can establish four groups and give them the task of summarizing the reasons offered during the debate and decide which reasons seemed most appropriate.
4) You could guide the debate format into a general class discussion focused around the probe questions.

Strategy D

After determining a class division on action, divide the class into groups of five to eight students whose members agree about the appropriate action on a dilemma. Have members of each group develop a list of reasons for holding their position. The teacher should move from group to group helping students to complete this task. Give each group from ten to fifteen minutes to develop its reasons. Each student should write down the reasons listed in the group.

Reorganize the groups so that half of a group holding one position exchanges places with half of a group which stated an opposing position on action. Have the members of the new groups complete the following tasks:

1) Report the reasons developed in the previous discussion to the other half of the group.
2) Discuss the reasons. Each half of the new group should challenge the reasons offered by the other half and ask questions about why they think these reasons are good ones.
3) Each half of the new group should then meet for from three to five minutes to decide which reason the other half offered is the best one.
4) The groups should report their decision to the class with specific emphasis on why each sub-group selected a particular reason which others had offered.

You may want to prepare a group task sheet which explains the small group task for this strategy. Allow sufficient time for the groups to complete the tasks. Use probe questions with the entire class if any time remains after all groups have reported.

STEP 4 Adopting a reason for a position.

During the final stage of the teaching process the teacher helps students to summarize the reasoning discussed during the class period. The teacher aids the students to either affirm their original postiion using more adequate reasoning, or to adopt a new position based on reasons presented in the class discussion.

COMMON PROBLEMS IN TEACHING THE MORAL REASONING STRATEGY

1. TIME DISTRIBUTION AMONG THE STEPS OF THE STRATEGY
2. SKIPPING STEPS
3. NOT DEPLOYING WITH CLEAR TASKS, RECORDERS
4. POOR SELECTION OF DEPLOYMENT STRATEGY
5. TOO FEW OR NO PERCEPTION CHECKS ESPECIALLY ON TASKS
6. DISCUSSION LEADING INTO STUDENT-TEACHER INTERVIEWING
7. CONTENT DIVERSIONS (NON-MORAL FOCUS IN THE DISCUSSION)
8. POOR PROBES OR INAPPROPRIATE USE OF PROBES

MORAL DILEMMAS TO BE USED WITH THE KOHLBERG APPROACH

Sound Filmstrips for Primary Years - Guidance Associate Kits*

1. How Do You Know What Others Will Do?
2. The Family Dinner.

*Complete A-V Kits are found in Parker School and are available through inter-school mail.

THE FAMILY DINNER

THE DILEMMA:

John was sent by his mother to pick up a $3.98 family dinner at the store. John was given a five dollar bill. The chicken house was crowded and the waitress was very rushed. John handed the money to the waitress and received the incorrect change. The waitress had given John change for a ten dollar bill instead. He knew he received more change than he should have. Should John tell the waitress?

TEACHING PLAN: THE FAMILY DINNER

PART ONE: ORIGINAL DILEMMA

Have the students read "The Family Dinner." Make sure the participants know the basic facts and conditions described in the dilemma.

Determine how the participants decide the question.

If enough students take different positions on ACTION, choose a strategy from the Small Group Strategy List and proceed with the discussion.

If there is too little disagreement on ACTION, proceed to the alternatives of the original dilemma below. One of the following alternative dilemmas should help to produce more disagreement.

PART TWO: ALTERNATIVE DILEMMAS

If most of the participants agree that John should tell the wiatress, use the folowing alternative:

> John's Dad had been short changed at the chicken house previously and could not get his money back.

If most of the participants agree that John should not tell the waitress, use the following alternative:

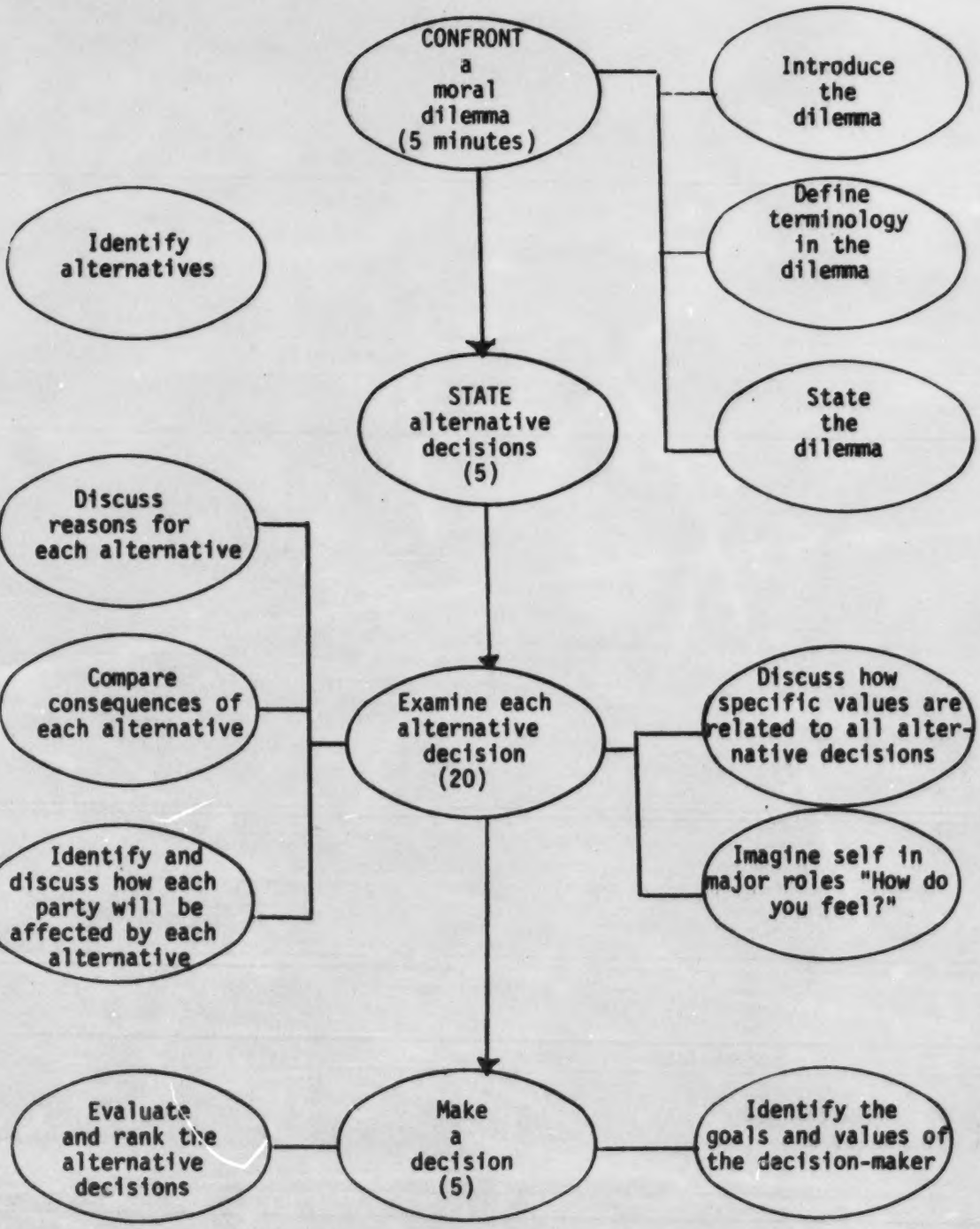
> John knows that the policy of the store regarding overpayment is that the waitress must make up all deficits out of her own money.

When the students disagree on the ACTION over one of these alternatives, choose a strategy and proceed with the discussion.

PART THREE: PROBE QUESTIONS

1. How would you feel if you were the waitress in the chicken house?
2. What obligation does John have to the store; the waitress?
3. How would John feel if he did not tell and had to return to the store at another time? Why?
4. Should the waitress be made to make up any deficits?
5. Should John tell his parents about the extra money if he doesn't tell?

THE VALUES ANALYSIS STRATEGY


CONFRONT a moral dilemma (5 minutes)
Introduce the dilemma
Define terminology in the dilemma
State the dilemma
Identify alternatives
STATE alternative decisions (5)
Discuss reasons for each alternative
Compare consequences of each alternative
Identify and discuss how each party will be affected by each alternative
Examine each alternative decision (20)
Discuss how specific values are related to all alternative decisions
Imagine self in major roles "How do you feel?"
Evaluate and rank the alternative decisions
Make a decision (5)
Identify the goals and values of the decision-maker

The Decision-Making Steps Explained

1. Identify and define dilemma.

   Usually students will read the dilemma or it may be read orally to the entire group. Once the teacher is sure that students understand all the terms in the situation and they understand the nature of the dilemma (why it is a moral dilemma), students may form small groups for the actual lesson. Appropriate audio-visual materials may be used if desired. The class could listen to a tape recording of the dilemma as an alternative presentation.

2. List all possible choices, their consequences, and the persons directly affected, and how affected.

   There are always two choices which should be obvious in each dilemma. Upon further consideration and discussion, other alternatives will most likely appear. Each choice will have one or more consequences, and several persons may be directly affected by a particular choice.

3. Put yourself in the place of each person each decision most affects.

   The key concept here is objectivity; while difficult to attain, the student is able to recognize that there may be other value systems operating which are different from his own.

4. Compare the values of each alternative and rank them.

   Depending on the alternative under consideration, certain values associated with that particular alternative will emerge. They may be ranked in the order of importance or worth to that particular individual.

5. Make a decision and act upon it.

   This is the summation of the process. An important consideration here is that the student does not reveal his decision to others if he so desires. If an intelligent and logical decision is to be made, the importance of going through the preceding four steps as thoroughly as possible should be obvious.

MORAL DILEMMAS TO BE USED WITH VALUES ANALYSIS STRATEGY

1. It's Not the Same
2. The $10.00 Question
3. Picnic For Pat

IT'S NOT THE SAME

THE DILEMMA:

Bob and Tom are partners in their science lab. They have been partners all year. Their laboratory work is usually average.

The students are required by the teacher to record all data accurately, regardless of any errors they think they might have made in the experiment.

Today the students will be mixing chemicals and observing any changes which occur. To check the students' work, the teacher had given Tom and Bob chemicals which are different from everyone elses.

After performing the experiment Bob and Tom realize that their results are very different from all the other students. What should they do?

THE $10.00 QUESTION

THE DILEMMA:

Your mother asks you to go to the bank for her to cash a check. You grow very impatient as you wait in line while the teller continues to talk at length with the customer in front of you, whose business is already completed. When the teller finally does service you, you think she has counted out an extra $10.00. To be sure, you walk away from the counter and count it again. Now, you are certain she has given you $10.00 extra.

As you glance back at the teller, she is busily chatting with another customer and there's a long waiting line besides! What will you do?

PICNIC FOR PAT

THE DILEMMA:

Anna and Patrick NcIver are new immigrants to America. They are staying with friends in New York until Pat can find a job. Some of Pat's friends tell him about how they got jobs through the political boss in their area. They offer to speak to the boss for Pat.

They go on to tell him of the wonderful things the boss does. He supplies coal in the winter, food and shelter for needy families, and gives large picnics in the summer. Patrick is very much impressed. "But how can they do all of these things for free?" Pat asked. "What do they ask in return?"

One of the older members of the group spoke up, "they only ask for your loyalty."

"What do you mean?" demanded Pat.

Guidelines in Teaching Values Clarification

The teacher should:

1. Follow the seven basic steps of the strategy.
2. Generate data; then analyze.
3. Assure students of privacy of responses, yet encourage sharing. The "I pass" technique should be utilized.
4. Allow activity to happen, then discuss (i.e. debrief).
5. Create a low threat or non-threatening situation.
6. Avoid moralizing or supplying the "right" answers.
7. Create a climate of acceptance.
8. Be non-judgemental.
9. Get involved in the process.
10. Integrate strategies with content.

Method #3 - Values Clarification

Teacher's Guide and Suggested Activities - Grades K-6

1. Values Grid
2. Public Interview
3. Interview Whip and Interview Chain
4. All About Me
5. Magic Box

VALUES GRID

PURPOSE

The Values Grid usually drives home the point that few of our beliefs or actions fit all seven of the valuing processes. This activity indicates what steps we must take in order to develop stronger and clearer values.

PROCEDURE

The teacher either gives students, or asks them to construct, a "values grid," as shown below:

ISSUE	1	2	3	4	5	6	7
1							
2							
3							
5							
Etc.							

Then the teacher and the students name some general issues, such as Vietnam, water pollution, population control, abortion, race relations, a specific election, a school issue, etc. The students list these issues on the lines on the left-hand side of their papers. Next to each of these general issues the student is to privately write a few key words that summarize for him his position or stand on that issue.

The seven numbers heading the columns on the right-hand side of the paper represent the following seven questions:

1. Are you proud of (do you prize or cherish) your position?
2. Have you publicly affirmed your position
3. Have you chosen your position from alternatives?
4. Have you chosen your position after thoughtful consideration of the pros and cons and consequences?
5. Have you chosen your position freely?
6. Have you acted on or done anything about your beliefs?
7. Have you acted with repetition, pattern or consistence on this issue?

The teacher can read these seven questions to the students, or write them on the board, or the students can write the key words (those that are underlined) at the top of each column. The students then answer each of the seven questions in relation to each issue. If they have a positive response to the question on top, they put a check in the appropriate box. If they cannot answer the question affirmatively, they leave the box blank.

TO THE TEACHER

After they have completed marking their grids, the students can form trios, with each student discussing one of the issues, his position on it, and how it did or didn't meet the seven valuing processes. Your students have undoubtedly engaged in many discussions of the issues they have listed in the values grid. It is worthwhile for the students to note how the approach here differs from discussions they may have had previously. It should become apparent that here they are not being called on to defend the content of their beliefs, but are rather being asked to evaluate how they arrived at their convictions and how firm they are in their beliefs.

The students should understand the seven processes, which are the basis for the values strategies they are doing. Many teachers post the seven processes permanently in the classroom.

The students might want to save their papers and look at them again at some future date. They will be able to see not only whether the content of their beliefs has undergone any change, but more important, whether there have been any changes in the quality and degree of their convictions.

PUBLIC INTERVIEW

PURPOSE

This strategy gives the student center stage in the classroom and the opportunity to publicly affirm and explain his stand on various values issues. Later on, inevitably, the student goes over his answers in his mind and thoughtfully considers what he has said publicly. It is one of the most dramatic values strategies and one of the students' favorites.

PROCEDURE

The teacher asks for volunteers who would like to be interviewed publicly about some of their beliefs, feelings and actions. The volunteers sit at the teacher's desk or in a chair in front of the room, and the teacher moves to the back of the room and asks the questions from there.

The first few times, the teacher reviews the ground rules. The teacher may ask the student any question about any aspect of his life and values. If the student answers the questions, he must answer honestly. However, the student has the option of passing if he does not wish to answer one or more of the questions which the teacher poses. The student can end the interview at any time by simply saying, "Thank you for the interview." In addition, he may, at the completion of the interview ask the teacher any of the same questions that were put to him.

SAMPLE INTERVIEW QUESTIONS
(for general use)

1. Do you get an allowance? What kind? Do you have to do anything for it?

2. Do you go to Sunday school or religion class? Do you enjoy it? Are you getting anything out of it?

3. Does your family do anything together that is fun?

4. If you could be any age, what age would you like to be?

5. Did you go on a vacation this year? If you could go anywhere in the world you wanted to next year, where would you go?

6. Will you be a cigarette smoker? Why?

7. Do you wish you had a larger family or a smaller family, or is your family just the right size?

8. As you look at the world around you, what is something you sometimes wonder about?

THE INTERVIEW WHIP AND INTERVIEW CHAIN

PURPOSE

These two strategies are major variations on the Public Interview (Strategy Number 12). Their purpose is to give students additional opportunities for publicly stating and explaining their views.

PROCEDURE

In the Interview Whip, the teacher "ships" around the classroom, in order or randomly, asking interview questions of each student. He may ask several students the same question, or he may choose to ask a different question each time.

In the Interview Chain, the teacher starts out the chain by addressing an interview question to a student. After answering, that student must then ask another student an interview question, and the chain continued in this manner.

A student may always pass. In the Interview Chain, a student who passes may still ask a question if he wishes. There is never a penalty for passing.

TO THE TEACHER

The questions suggested for Public Interview are just as appropriate for these two strategies. But, as with the Public Interview, many of the best questions come spontaneously, as the interviewer follows his curiosity about the interviewee, or as he gets an idea from an answer given to a previous question.

Below are some examples of Proud Whip questions for younger children:

1. I am proud that on my own I can ...
2. I am proud that I spent my allowance on ...
3. I am proud that when I am scared I ...
4. When I watch TV I am proud that ...
5. I am proud that I made my friend happy by ...
6. I was proud that even when the other kids did ... I ...
7. I am proud that this summer I ...
8. Something my family has done all together this year which made me proud ...
9. I am proud that I use my toys ...
10. I am proud of what I did about ...
11. I am proud when the other kids say that I ...
12. I'm proud that I made ...
13. I'm proud that I helped keep my city clean by ...
14. I am proud that I keep healthy by ...
15. I'm proud that I helped make my school a happier place ...
16. I'm proud that my father (mother) ...

ALL ABOUT ME

PURPOSE

This strategy comes from a fourth grade teacher who asked her students to keep a notebook called, "All About Me." It provides students with an opportunity to think, and make statements, about their lives in a systematic, on-going way. It could be considered another version of the Values Journal or Values Data Bank (Strategy Number 17), and is also similar to Pages for an Autobiography (Strategy Number 36).

PROCEDURE

The teacher has students write a story in their notebooks every other day. Stories are titled:

1. Who Am I?
2. Who Takes Care of Me?
3. I Am Proud ...
4. Someday I Want To Be ...
5. My Funniest Experience
6. If I Could Change the World
7. My Friend

The Unfinished Sentences (Strategy Number 37) provide many ideas for stories.

Occasionally, the students may read their stories aloud to the class, or show them to a friend or to their parents. They may add to them, change them, organize them into an autobiography.

MAGIC BOX

PURPOSE

To help students think about what they value.

PROCEDURE

The teacher tells students about a magic box which is very special. It is capable of making itself very small or very large. Best of all, it can contain anything that the student wants it to contain. The teacher then asks students, "If you came home from school today and found the magic box waiting for you to open, what would be in it? Remember it can have anything you want, tangible or intangible." Students are to write down their answers or tell them to the class.

The teacher might then ask other questions like:

1. What would you want in a magic box for your mother?
2. What would want for your best friend
3. What is the smallest thing you would want?
4. What is the largest thing?
5. What would you want for poor people?

Students are to keep what they write in their Data Banks (Strategy Number 17). After they have done this activity several times, the students might be asked to rank order (Strategy Number 4) the things they want most for themselves. They might also be asked if they have been doing anything to attain these things.

NOTE TO THE TEACHER

Seven Important Items To Remember

1. A teacher leads a class discussion of a moral dilemma by asking appropriate questions which help to clarify the circumstances and to focus the discussion on moral reasoning.

2. The best discussion of a moral dilemma involves students doing most of the talking.

3. A teacher may not need to cover all of the optional dilemmas and the list of probe questions included in each lesson plan. It is possible to cover each step in the teaching process and facilitate a good discussion by only using the original dilemma and several questions.

4. It is not necessary for the teacher to identify stage-related student comments during a class discussion.

5. A class discussion of a dilemma should focus primarily on the moral aspect of the dilemma situation rather than the content or factual aspect.

6. Most of a class session should be devoted to the small group tasks, a general class discussion, and a closing technique.

Part of this experimental project involves an attempt to measure the usefulness of the teaching process. Therefore, review each step prior to teaching each moral development lesson.

K-12 Report Form: Use of the Moral Reasoning Strategy

Name_____

School_____

Grade_____

1. I have taught the following dilemma:

   Name of dilemma:_____
   Publisher (if any)_____

2. What went well:

3. Problems:

4. Other Comments:

5. Would you like a building resource person to visit you at a mutually convenient time? Check appropriate ones below:

   _____ No, I can proceed well enough on my own for the time being.

   _____ Yes, I'd like to discuss this aspect of the K-12 curriculum. (Could be about materials, classroom strategy, etc.)

_____ I'd like to receive some self-instructional materials on Kohlberg's theory, the teaching strategy, other:

_____.

6. I will teach another moral dilemma using this strategy sometime in the month of _____.